



Assessment Information Booklet

STAGE 6 PRELIMINARY AND HSC ITALIAN BEGINNERS (2 Units)

1. ASSESSMENT OVERVIEW

1.1. Assessment and reporting

The purpose of school assessment is to measure performance and progress in relation to the course outcomes. Students will be assessed in the four skills of listening, speaking, reading and writing. All students will receive an Assessment Information Booklet at the beginning of the school year which will detail the dates, weightings, objectives, outcomes, and types of assessment tasks to be completed. The booklets are also available to download from the school website. You will receive a half yearly report at the end of Term 2, and a yearly report at the end of Term 4 (students in Years 11 and 12 will receive theirs in Term 3). These reports can also be accessed by your weekday school.

Modes of assessment

	Less formal		More formal	
Modes	Unstructured General classroom observation	Slightly structured Pre-planned observation opportunities	More structured Pre-programmed class assessment	Most structured Large-scale standardised assessment
Examples	For example: • unplanned observations and questioning of: - skills - dispositions - content understanding	For example: • quizzes • hinge questions • planned observations • reviewing student work • peer and self-assessment	For example: • scheduled in-school assessments • on-demand assessments • practical assessments • reviewing work samples against criteria	For example: • NAPLAN • Check-in assessments • VALID Science • HSC examinations

Embedded timely, effective feedback

The different modes of assessment each provide valuable information to assist teachers in making on-balance judgements of student learning.

1.2. Assessment Requirements for Board Developed Courses

External Providers delivering Board Developed Courses are bound to the same assessment requirements as Schools. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC).

The assessment marks submitted to NESA are derived from school-based assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated based on the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their

performances in the assessment tasks. Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

1.3. School Assessment Programs

It is a requirement of the Year 11 and HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the Year 11 and HSC courses, and each has a weighting determined by the school within guidelines provided by NESA. A separate schedule is distributed to Year 11 and HSC students detailing the program of assessments for the Italian Beginners Course.

1.4. School Assessment Tasks

School-based assessment tasks are linked to standards. Because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4 and for most courses conclude as practicably possible, at the end of the Trial HSC examination period in Term 3.

1.5. School Assessment Marks

At the end of the course the marks for each task are aggregated using the External Provider's Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student.

Preliminary students in Year 11 are also graded in relation to the NESA Common Grade Scale for Preliminary Courses and are awarded a grade aligned to the A to E common grade scale. The scale awarded is reported on the students' Record of Students Achievement (RoSA), a cumulative credential that allows students to accumulate their academic results until they leave school. For more information about the NESA Common Grade Scale for Preliminary Courses: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>.

Assessment marks are submitted to the home school and/or NESA to provide a rank order of students and show relative differences between students' performances. This is best achieved by designing assessment tasks that discriminate between students and by using a sufficiently wide mark range.

1.6. Moderating Student Assessment Marks

In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

2. ASSESSMENTS

2.1. Assessment notification

All students will be provided with the Assessment Schedule containing the course's assessments. The External Provider's Class Teachers under supervision of the Head Teacher will be responsible for allocating specific due dates. Any changes made to the assessment schedule will be issued by the Class Teacher, with approval of the Head Teacher,

through a *Change of Assessment Task Notification* which outlines the new task due date. This is to be recorded on a new assessment schedule to be issued to students.

All students will be given at least two (2) weeks written notification of an assessment task. Publication of the assessment task via Google Classroom or other prescribed web-based platform of the Marco Polo - The Italian School of Sydney will serve as a record of notification.

Upon issue of the assessment notification, the teacher will explain the requirement of the task, the learning outcomes being measured and the marking criteria and weighting of the task. Students are expected to ask questions, seek clarification about the task as required and obtain feedback.

Any changes to assessment grids given at the beginning of the school year are to be forwarded to the Head Teacher for uploading to the External Provider's website. It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

2.2. Submission procedure and feedback

Students are expected to complete and make a genuine attempt at all assessment tasks. Assessment tasks must be handed in personally to the class teacher in the prescribed method of submission. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Google Classroom or other web-based platform.

Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding the knowledge and skills the student has demonstrated, the knowledge and skills which were not demonstrated but were required and advice on how to develop the required knowledge and skills.

Students will receive a mark for each component of the assessment task, a total for the task, their rank in the cohort for that task and their overall cumulative rank within the cohort.

2.3. Oral examinations

For some Language courses, students are required to complete an oral component as part of the HSC examination. HSC Languages oral examinations are held at central locations determined by NESA. Information will become available through NSW Schools Online and NSW Students Online. HSC Languages written examinations take place at the students' weekday school or local examination centres

2.4. Invalidation and/or resubmission of Assessment tasks

An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation; or the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents/carers who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with their Class Teacher and the Head Teacher within two weeks. The Head Teacher will investigate the claim and in consultation with the Head Teacher Pathways and Senior Executive will make a final determination on the validity of the claim. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

3. ASSESSMENT TASKS

3.1. The Assessment program

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.

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.

The HSC Italian Beginners course requires students to complete a number of assessment tasks, in order to demonstrate satisfactory application and completion. These tasks are set out in the course assessment schedules. Students may also be required to complete set class/course-based tasks which do not contribute to their formal assessment program.

Tasks that do not contribute to the final assessment are designed to prepare students for the HSC external examinations. Students must complete all required tasks in each course (not just the formal assessment tasks) if they wish to qualify for the award of the HSC. Other tasks are equally important as the formal tasks because they consolidate knowledge, understanding and skills in each course.

3.2. Preliminary Assessments

3.2.1. Number of tasks

For the Preliminary Course there will be **three formal assessment tasks** 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.

3.2.2. 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.

3.3. HSC Assessments

3.3.1. Number of tasks

For the HSC Course there will be **four formal assessment tasks**. This is in line with NESA's Stage 6 Assessment and Reporting guidelines. Final assessment of student achievement is completed in Term 3 of the HSC year in all subjects. This allows time for final appeals to be considered and assessment marks to be finalised by campuses. NESA may advise schools to make adjustments under challenging circumstances (for example COVID-19). The External Provider will advise students if changes to schedules are made.

3.3.2. Nature of HSC assessment tasks

The assessment schedule incorporates tasks which are based on the objectives and outcomes set out in the syllabus for each course. Student achievement in each language is assessed against course outcomes through a range of assessment tasks. 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**
- **practical tasks, projects, presentations**
- **examinations which may be in written or oral/aural form.**

Assessment tasks are designed to discriminate between students, provide a rank order of students, and highlight relative achievement 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.

HSC assessment is standards-referenced, which means that student achievement is linked to specified standards which are based on syllabus outcomes. HSC performance band descriptions clearly describe what students typically know and can do at each level of achievement in a course. Results depend on a student's achievement in relation to the standards and NOT on achievement relative to other students.

The Marco Polo - The Italian School of Sydney will provide the home school and/or NESA with a mark for each course that a student undertakes. This will be a mark out of 100. The mark makes up 50% of the final HSC mark and is moderated by NESA based on student performance in the HSC exam for that course.

The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The student group's assessment marks are adjusted based on the 9 performance of the group in the HSC examination. The rank order of students as submitted by the SCL is not changed.

In accordance with NESA guidelines, the final school-based assessment mark is not available to students. When all HSC examinations have been completed, NESA will provide students with a record of ranks in all courses for which they are entered via Students Online at studentsonline.nesa.nsw.edu.au. Students will receive an external examination mark and a moderated school-based assessment mark in December for each course they study. These will be reported separately on the Higher School Certificate and together make up the final HSC mark for the course.

The assessment mark provided by the school indicates the rank and relative differences between students' performances against the standards of the course. The SCL calculates this mark based on the assessment tasks completed by the student in the HSC course. A number of principles apply to the tasks that make up the assessment program for any course.

3.3.3. Trial HSC examination

Year 12 students will undertake one formal written examination as part of their assessment program. This examination will be similar in format to the HSC examination and will draw from most or all content areas or topics or modules

completed at that point in time. This will provide an opportunity for students to prepare for and experience examination conditions.

The Trial HSC examination is intended to give students practice in the style of the HSC examination. Each question will show the marks allocated as in the HSC exam. These marks will then be converted to reflect the weightings set out in the assessment schedule. Performance Bands and supporting documents that include specimen examination questions and past HSC examinations are available on the NESA website. For more information on the process and procedures for Stage 6 Assessment in Schools please refer to the NESA website:

4. ABSENCE FROM ASSESSMENT, MISADVENTURE AND LATENESS

4.1. Absence from an in-class assessment task

If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the Head Teacher and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school.

Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the Class Teacher on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Head Teacher.

4.2. Prior knowledge of absence for an assessment task

If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the Head Teacher via a *Request for Consideration* form. This includes students who are involved in sporting events, excursions or work placement and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement.

A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates, otherwise the task will be considered late or as a non-submission. Students may not be partially absent from school on the day an assessment task is due.

4.3. Assistance with assessment tasks

If you need assistance completing your assessment tasks, don't hesitate to ask for help. Start by talking to your Class Teacher and Head Teacher. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to their Class Teacher. We may be able to offer extra assistance in other ways through Disability or Special Provisions.

4.4. Illness during an assessment task or examination

If a student is ill during an assessment task, they must inform the Class Teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.

In the event of illness for an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an *Illness/Misadventure Application* form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure.

4.5. Attendance on the day of assessment tasks

Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students

found truanting classes to work on an assessment task will receive an automatic zero for the task. Genuine attempt of an assessment task: Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

4.6. Late or non-submission of an assessment task due to unacceptable reasons

Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter.

Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.

Students and parents will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents and students should also be aware of potential consequences of noncompletion of course outcomes.

Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the Record of School Achievement (RoSA) and HSC. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher as to why they should receive a result for the task concerned.

Technological failure is not considered an acceptable reason for the late or nonsubmission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Office365 or Google Drive to complete their work in order to avoid this issue.

5. OUTCOME OF ILLNESS/MISADVENTURE APPLICATION

After an application for illness or misadventure has been approved by the External Provider, the Class Teacher may arrange for the student to attempt an alternative task which may include similar outcomes to the missed task.

If the application is declined, one of two outcomes may then occur in accordance with NESA 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.

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 Head Teacher.

6. CHEATING AND MALPRACTICE

6.1. Dishonest behaviour

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

- **copying in an exam from another student or using information you secretly brought in**
- **handing in work someone else did and saying it is your own**
- **using information from the internet or elsewhere and not acknowledging the source**

You have a responsibility to make sure you understand the difference between what is honest and what is dishonest in relation to your school work. Dishonest behaviour will result in a zero mark and an N Award being issued. Students may also jeopardise the award of their Record of School Achievement (RoSA) and/or HSC.

6.2. Appeals

Students may appeal the decision not to award marks on the grounds of malpractice to the relevant Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing clearly stating their grounds for appeal within five days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/carer will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

Applications for appeal 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 for an appeal include:

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

7. NON-COMPLETION OF COURSE REQUIREMENTS

7.1. N-Warning Letters

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination, the External Provider must warn the student as soon as possible and advise the parent/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course. Students can receive an N-Warning Letter for one of three reasons: • Lack of diligence and sustained effort: examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;

Examples of unsatisfactory completion of assessment tasks include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks. Each time a student receives an N-Warning Letter, the student's parents/carers will also be contacted by the class teacher via telephone. Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they may be required to meet with the Head Teacher to commence 'N' Determination processes.

Note: 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 will override the warning letter for that task.

8. 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 External Provider 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.

9. REQUESTS FOR REVIEW OF AN ASSESSMENT MARK

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

- The weightings specified by the school in its assessment program do not conform with NESA requirements as detailed in the syllabus packages
- The school's procedures for determining the final assessment mark do not conform with its stated assessment program.
- There are computational or other clerical errors in the determination of the assessment mark.

Provided that both the External Provider and home school is satisfied that these conditions have been met, no change to the assessment will be made. The External Provider will inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

10. ASSESSMENT 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 statewide standards, the External Provider will keep a minimum of three (3) work samples from assessment tasks representing the upper, middle, and lower range of achievement of their Year 11 cohorts for all their Preliminary course and Year 12 cohorts for the HSC course. 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).

11. COMMON GRADE SCALE - PRELIMINARY COURSE

The Common Grade Scale is used to report student achievement in the Preliminary Stage 6 year in all NSW schools. The scale describes performance at each of the five grade levels:

Grade	Description
A	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	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	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	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	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.

12. DISABILITY PROVISIONS

Some students with disabilities 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 reading the examination questions; and/or communicating his or her responses. The External Provider will implement disability provisions for equivalent school-based assessment tasks including examinations.

At Preliminary level, Marco Polo - The Italian School of Sydney 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 External Provider and providing relevant documentation in support of their application.

13. LIFE SKILLS

Life Skills Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes. Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved. While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.



Assessment Schedule

PRELIMINARY ITALIAN BEGINNERS (2 Units)

Component	Task type and date	Response to spoken and visual texts	Responses in English and Italian to written texts	Yearly Examination
	Topic	Task 1 Term 1 Week 8	Task 2 Term 2 Week 7	Task 3 Term 3 Weeks 8
	Weighting (Syllabus)	Family Life	Friends, recreation and pastimes	Various Topics
Speaking	20%	10		10
Listening	30%	20		10
Reading	30%		20	10
Writing	20%		10	10
Total	100%	30	30	40



Assessment Schedule

HSC ITALIAN BEGINNERS (2 Units)

Component	Task type and date	Response in English and Italian to spoken/visual texts	Response in English and Italian to written texts	Multimodal task	HSC Trial Examination
	Topic	Family life, home and neighbourhood	People, places and communities	Future plans and aspirations	All Topics
	Weighting (Syllabus)	Objective 1 and 2 Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Objective 2 and 3 Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	Objective 1 and 2 Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Objective 1, 2 and 3 Outcomes As per exam paper
Speaking	20%	10		5	5
Listening	30%	10		10	10
Reading	30%		20		10
Writing	20%		5	10	5
Total	100%	20	25	25	30



Request for Consideration form

Students who miss an assessment task due to illness or misadventure must complete this form and submit it with supporting documentation to the External Provider on the first day of their return.

Student details

Family Name: _____

First Name: _____

Course: **Yr 11 Preliminary Italian Beginners** **HSC Italian Beginners**

Class Teacher Name: _____

Task details

Assessment task: _____ Due 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: _____ / _____ / _____

Home school - Curriculum Coordinator recommendation

Recommendation: **Supported** **Not supported**

Comment: _____

Home school Curriculum Coordinator signature: _____ Date: _____ / _____ / _____

External Provider - Head Teacher recommendation

Recommendation: **Supported** **Not supported**

Comment: _____

Submitting a Request for Consideration

In line with NESA procedures, Marco Polo - The Italian School of Sydney 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 or B 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.

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*.

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.

Office use only

Approved: _____

Comments: _____

Date: _____

External provider details

Provider Name: Marco Polo - The Italian School of Sydney

A.B.N: 54 667 829 341

Address: 1 Coolatai Crescent, Bossley Park NSW 2176

Contact Person: Giovanni Testa (Executive Officer)

Email: learning@cnansw.org.au



Assessment Appeal Form

Tick either 1 or 2

1. Illness or Misadventure or Extraordinary Circumstances Application: This form must be submitted to Marco Polo - The Italian School of Sydney 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 Marco Polo - The Italian School of Sydney by email, within 7 days of notification of the result.

Section 1: To be completed by student and External Provider Head Teacher

Family Name: _____

First Name: _____

Course: **Yr 11 Preliminary Italian Beginners** **HSC Italian Beginners**

Assessment task: _____ Due date of task: _____ / _____ / _____

Reason for this application: _____

Supporting documentation: Medical certificate
 Other (please specify) _____

Class Teacher Name: _____

External Provider Head Teacher Name: _____

External Provider Head Teacher Signature: _____ Date: _____ / _____ / _____

Section 2: To be completed by External Provider Head Teacher

Extension of time without penalty Revised submission date: _____ / _____ / _____

Substitute task Revised submission date: _____ / _____ / _____

Zero mark awarded. Task to be completed for demonstration of outcomes Revised submission date: _____ / _____ / _____

Explanation: _____

External Provider Head Teacher Signature: _____ Date: _____ / _____ / _____

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 External Provider. The decision of the panel is final.

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: _____

Signature: _____

Date: _____ / _____ / _____

Office use only

Approved: _____

Comments: _____

Date: _____

External provider details

Provider Name: Marco Polo - The Italian School of Sydney

A.B.N: 54 667 829 341

Address: 1 Coolatai Crescent, Bossley Park NSW 2176

Contact Person: Giovanni Testa (Executive Officer)

Email: learning@cnansw.org.au