



Assessment and Reporting in CCAFL Background Speakers Stage 6 courses

Malay • Persian • Russian

Effective from	2010 (Preliminary and HSC courses)
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This document contains the Board of Studies' requirements for assessing and reporting achievement in CCAFL Background Speakers Preliminary and HSC courses in the above languages for the Higher School Certificate, and provides details of the HSC examination in those courses. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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Contents

Assessment in Stage 6

Reporting achievement at the HSC

Internal assessment

The HSC examination

Board requirements for the HSC internal assessment mark

CCAFL Languages Background Speakers HSC examination specifications

Summary of external and internal HSC assessment

Resources and advice

Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the CCAFL Languages Background Speakers Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in CCAFL Languages Background Speakers comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an

examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal assessment

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in a CCAFL Languages Background Speakers course. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal

assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's [ACE Manual](#) for further information.

Assessment Components and Weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Listening and Responding	20
Reading and Responding Objectives 3 and 4	40
Writing in [Language] Objectives 2 and 4	20
Spoken exchanges in [Language]	10
Written exchanges in [Language] Objectives 1 and 4	10
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Listening and Responding	20
Reading and Responding Objectives 3 and 4	40
Writing in [Language] Objectives 2 and 4	20
Spoken exchanges in [Language]	10
Written exchanges in [Language] Objectives 1 and 4	10
	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

CCAFL Languages Background Speakers HSC examination specifications

The examination will consist of a written paper worth 100 marks.

Time allowed: 3 hours including 10 minutes reading time.

The stimulus texts and the writing tasks will relate to the contemporary issues as listed in the syllabus.

Monolingual and/or bilingual print dictionaries may be used.

The paper will consist of three sections.

Section I – Listening and Responding

(25 marks)

Purpose

Section I of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing, evaluating, and responding to information from spoken texts. It relates to Objectives 3 and 4.

The candidate will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and [Language] in Part B, to questions on this information. The questions may require the candidate to identify:

- the ideas and opinions expressed in the texts
- language features, such as style and register.

Specifications

Section I of the written examination has two parts, Part A and Part B. In both parts, the candidate will listen and respond to recorded texts in [Language]. Questions will be written in [Language] and/or English, for answers in either [Language] or English, as specified. The texts in this section will be related to one or more of the prescribed contemporary issues. Texts will be drawn from a range of spoken text types, such as discussion, interview, and broadcast.

Part A (10 marks)

The candidate will hear one text in [Language]. The total listening time, for one reading of the text without pauses, will be approximately three minutes. The text will be heard twice. There will be a pause between the first and second readings in which the candidate may take notes. The candidate will be given 12 minutes after the second reading to complete his or her answers.

The candidate will be expected to answer a number of questions, one or more of which will require extended paragraphs. Questions will require the candidate to respond to information in the spoken text by, for example:

- providing a summary of the main points, ideas, arguments or points of view
- analysing ways in which language is used to convey meaning
- identifying the purpose, context and audience of the text.

Questions will be written in [Language] and/or English for answers in English.

The candidate will be given an indication of the length of the answers required.

Part B (15 marks)

The candidate will hear two texts in [Language], which will be related to the same prescribed contemporary issue. The total listening time, for one reading of both texts without pauses, will be approximately four minutes. The texts will be heard in sequence and then repeated once. There will be a pause after the first reading of both texts, in which the candidate may take notes. The candidate will be given 20 minutes after the second reading of both texts to complete his or her answer.

The candidate will be expected to evaluate, compare and contrast the information, opinions and ideas from the spoken texts and present these in a new form.

The question will be written in [Language] and English, for a response in [Language].

The candidate will be given an indication of the length of the response required.

Section II – Reading and Responding

(50 marks)

Purpose

Section II of the written examination is designed primarily to assess the candidate's knowledge and skill in exchanging information, opinions and ideas, and analysing, evaluating and responding to information, opinions and ideas in written texts. It relates to Objectives 1, 3 and 4.

Specifications

Section II of the written examination has two parts, Part A and Part B. In both parts, the candidate will respond to written texts in [Language]. Questions will be written in [Language] and/or English, for answers in either [Language] or English, as specified. The texts in this section will be related to the prescribed contemporary issues. Texts will be drawn from a range of written text types, such as extracts from a novel, article, letter or review.

Part A (25 marks)

The candidate will read one text in [Language] of a maximum of 500 words, which will be related to one of the prescribed contemporary issues. The candidate will be expected to analyse, evaluate and respond to the text.

The candidate will be expected to answer a number of questions, one or more of which will require an extended answer. Questions will require the candidate to respond to information in the written text by, for example:

- providing a summary of the main points, ideas, arguments or points of view
- analysing ways in which language is used to convey meaning
- analysing and evaluating textual features
- identifying the purpose, context and audience of the text.

Questions will be written in [Language] and/or English, for answers in either [Language] or English, as specified.

The candidate will be given an indication of the length of the answers required.

Part B (25 marks)

The candidate will read one text in [Language]. The text will be between 250 and 350 words and will be related to one of the prescribed contemporary issues. The task will require the candidate to exchange information in response to the opinions, ideas and information in the text. The task will specify a purpose, a context and an audience.

The question will be written in [Language] and English, for a response in [Language].

The candidate will be given an indication of the length of the response required.

Section III – Writing in [Language]

(25 marks)

Purpose

Section III of the written examination is designed primarily to assess the candidate's ability to express ideas through the production of original text in [Language]. It relates to Objectives 2 and 4.

Specifications

The candidate will be expected to write one original text in [Language]. There will be a choice of three questions. Each question will be related to one of the prescribed contemporary issues. The candidate will be expected to make reference to at least two of the texts studied from the required reading list. All questions will specify a purpose, a context and an audience.

The questions will be written in [Language] and English, for a response in [Language].

The candidate will be given an indication of the length of the response required.

Summary of external and internal HSC assessment

External examination	Mark	Internal assessment	Weighting
<i>Section I – Listening and Responding</i> Part A Short-answer and objective response questions	10	Listening and Responding Reading and Responding Objectives 3 and 4	20 40
Part B One question	15	Writing in [Language] Objectives 2 and 4	20
<i>Section II – Reading and Responding</i> Part A Short-answer and extended response questions	25	Spoken exchanges in [Language] Written exchanges in [Language] Objectives 1 and 4	10 10
Part B One extended response question	25		100
<i>Section III – Writing in [Language]</i> Candidates answer one extended response question	25		
	100		

Resources and advice

Further guidance and advice related to assessment and the HSC examination in CCAFL Languages Background Speakers can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc.