



Assessment and Reporting in CCAFL Continuers Stage 6 courses

Armenian • Croatian • Dutch • Filipino • Hindi
• Hungarian • Khmer • Macedonian • Maltese
• Polish • Portuguese • Serbian • Swedish
• Tamil • Turkish • Ukrainian

Effective from	2010 (Preliminary and HSC courses)
Date published	September 2009

This document contains the Board of Studies' requirements for assessing and reporting achievement in CCAFL Continuers 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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Published by Board of Studies NSW
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2009270

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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 Continuers 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 Continuers 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 Continuers 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 Objective 3	30
Reading and Responding Objectives 1, 2 and 3	40
Writing in [Language] Objective 2	10
Speaking Objectives 1 and 4	20
	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 Objective 3	25
Reading and Responding Objectives 1, 2 and 3	40
Writing in [Language] Objective 2	15
Speaking Objectives 1 and 4	20
	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 Continuers HSC examination specifications

The examination will consist of a written paper worth 75 marks and an oral examination worth 25 marks.

Written Paper

(75 marks)

Time allowed: 3 hours including 10 minutes reading time.

The stimulus texts and the writing tasks will relate to the topics 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

(30 marks)

Purpose

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student 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 student to identify information related to:

- the context, purpose and audience of the text
- aspects of the language of the text (eg tone, register, knowledge of language structures).

Specifications

Section I of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student will hear five to seven texts in [Language] covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 7 to 8 minutes.

Some texts will be short; that is, one reading of each text will be approximately 35 to 45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90 to 120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A (20 marks)

There will be two to four short texts followed by one longer text.

Questions on the texts will be phrased in English for responses in English.

Part B (10 marks)

There will be one short text followed by one longer text.

Questions on the texts will be phrased in English and [Language] for responses in [Language].

Section II – Reading and Responding

(30 marks)

Purpose

Section II of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts, and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise and/or evaluate information from two texts. The student may be required to respond critically to the texts and to compare and/or contrast aspects of both texts.

In Part B, the student will be expected to demonstrate both an understanding of a written text and the ability to exchange information, by responding in [Language] to information provided in the text.

Specifications

Section II of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A (20 marks)

The student will be required to read two texts in [Language] of 400 to 500 words in total. The texts will be different in style and purpose but may be related in subject-matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B (10 marks)

The student will be required to read a short text (150 words) in [Language], for example a letter, message, advertisement or notice. The student will be required to exchange information in response to questions, statements, comments and/or other specific items in the written text. The question will specify a purpose, a context and an audience. The student will be required to produce a text type drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of 150 to 200 words in [Language].

The task will be phrased in English and [Language] for a response in [Language].

Section III – Writing in [Language]

(15 marks)

Purpose

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

Specifications

The student will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions which will be related to one or more of the prescribed themes. Questions will accommodate a range of student interests and will be set to ensure that the student is given opportunities to produce different kinds of writing (eg informative, imaginative, persuasive or descriptive) by, for example:

- having different purposes, audiences and contexts
- requiring different text types (see the list of text types for productive use).

The student will be expected to write a response of 200 to 250 words in [Language].

The tasks will be phrased in English and [Language] for a response in [Language].

Oral Examination

(25 marks)

Time allowed: Approximately 15 minutes

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken [Language]. It relates to Objectives 1 and 4.

Specifications

The oral examination has two sections.

Section I – Conversation (approximately 7 minutes)

(10 marks)

In this section of the oral examination, the candidate will respond to the examiner's questions on the prescribed syllabus topics as they relate to the candidate's personal world.

Section II – Discussion (approximately 8 minutes)

(15 marks)

In this section of the oral examination, the candidate will respond to the examiner's questions about the candidate's in-depth study. The subject of the study will relate to one or more of the prescribed themes or topics and involve the in-depth study of at least three texts, one of which will be a literary text, such as a novel, play, film or poem.

Summary of external and internal HSC assessment

External examination	Mark	Internal assessment	Weighting
Written examination <i>Section I – Listening and Responding</i> Part A Short-answer and objective response questions	20	Listening and Responding Objective 3	25
	10	Reading and Responding Objectives 1, 2 and 3	40
		Writing in [Language] Objective 2	15
		Speaking Objectives 1 and 4	20
			100
<i>Section II – Reading and Responding</i> Part A Short-answer and objective response questions	20		
	10		
<i>Section III – Writing in [Language]</i> Candidates answer from two to four questions	15		
Oral examination Conversation	10		
	15		
			100

Resources and advice

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