



Assessment and Reporting

in

CCAFL Heritage Languages Stage 6 courses

Chinese (Mandarin) ▪ Indonesian ▪ Japanese ▪ Korean

This document contains the Board of Studies' requirements for assessing and reporting achievement in Heritage Languages Preliminary and HSC courses in the above courses for the Higher School Certificate, and provides details of the HSC examination in these 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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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 Heritage Languages 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 Heritage Languages 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 Heritage Language 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
Responding to texts Objectives 2 and 3	50
Creating texts Objective 2	20
Oral interacting Objectives 1 and 3	30
	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
Responding to texts Objectives 2 and 3	40
Creating texts Objective 2	30
Oral interacting Objectives 1 and 3	30
	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 are sufficient.

Please note: Assessment of the **Personal Investigation** is to be included in the HSC assessment program. Tasks should reflect all three internal assessment components and focus on a range of objectives and outcomes.

CCAFL Heritage Languages HSC examination specifications

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

Written paper

(75 marks)

Time allowed: 2 hours and 30 minutes, plus 10 minutes reading time.

The stimulus texts and the writing tasks will relate to the Issues, Perspectives and Contexts as listed in the syllabus.

Monolingual and/or bilingual print dictionaries may be used in the written examination.

For Chinese and Japanese:

Print character dictionaries may also be used in the written examination.

The written examination will consist of two sections.

Section 1: Responding to texts

(50 marks)

Purpose

Section 1 of the written examination is designed primarily to assess the candidate's ability to respond to texts. Texts will include spoken and written texts and may include audiovisual texts, such as television advertisements and extracts from a film/TV program, in [Language]. It relates to Objectives 2 and 3.

The candidate will be required to demonstrate an understanding of texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use.

Specifications

- There will be approximately six questions phrased in [Language] and English.
- Questions will be graded in difficulty.
- Questions may relate to spoken and/or written and/or audiovisual texts.
- Each question will involve either one or two stimulus texts and may integrate the skills of listening, reading and writing.
- There will be approximately eight texts.
- The texts will include a range of text types.
- Spoken/audiovisual texts:
 - There will be approximately three texts.
 - The texts will vary in length, ranging from approximately 1 to 2 minutes.
 - The total time for one reading/playing of all texts will be approximately 5 minutes.
 - The texts will be read/played twice. There will be a pause between the readings/playing and a longer pause after the second reading/playing to allow candidates to answer the question.

- Written texts:
The total length of the written texts in [Language] will be in the range of:
 - 600–700 words for Indonesian
 - 720–850 characters for Chinese
 - 1200–1400 *ji* for Japanese
 - 1500–1750 *ja* for Korean.
- One or two questions will require a response in English.
- The length of the responses in [Language] will depend on the nature of the stimulus text and the requirements of the task and will be in the range of:
 - 50–150 words for Indonesian
 - 60–180 characters for Chinese*
 - 100–300 *ji* for Japanese
 - 125–375 *ja* for Korean.

Section 2: Creating texts in [Language]

(25 marks)

Purpose

Section 2 of the written examination is designed primarily to assess the candidate’s ability to express ideas through the creation of original text in [Language]. It relates to Objective 2.

Specifications

- The candidate will be expected to write an evaluative or persuasive or reflective text in [Language].
- The candidate will be required to answer one question from a choice of two.
- Each question will specify a context, purpose and audience.
- The questions will relate to the Issues, Perspectives and Contexts of the course.
- The questions will be phrased in [Language] and English, for a response in [Language].
- The length of the response will be approximately:
 - 250 words for Indonesian
 - 300 characters for Chinese*
 - 500 *ji* for Japanese
 - 625 *ja* for Korean.

** Candidates may present responses in either simplified characters or full-form (complex) characters, but are expected to use a consistent style throughout their responses.*

Oral examination

(25 marks)

Purpose

The oral examination is designed primarily to assess the candidate’s knowledge and skill in interacting in [Language]. It relates to Objective 1.

Specifications

The examination will consist of a 10-minute interview between the candidate and the examiner.

In the interview, the student will be expected to explore with the examiner the subject of his/her **Personal Investigation** which will include reflections on his/her findings and references to texts and resources used.

Information regarding the Personal Investigation will be collected by the Board of Studies prior to the oral examinations. Schools will be advised of the precise timing and manner of collection prior to each year's oral examinations.

Summary of external and internal HSC assessment

External examination	Weighting
Written examination	
<i>Section 1: Responding to texts</i> Short answer response questions	50
<i>Section 2: Creating texts</i> Candidates answer one extended response question	25
Oral examination	25
	100

Internal assessment	Weighting
Responding to texts Objectives 2 and 3	40
Creating texts Objective 2	30
Oral interacting Objective 1 and 3	30
	100

Resources and advice

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