



## **Stage 6 Languages Extension Courses**

**Higher School Certificate Oral Examination –**

**General Information for Teachers**

**Applies to Stage 6 Languages Extension courses in:**

- Arabic
- Chinese
- French
- German
- Indonesian
- Italian
- Japanese
- Modern Greek
- Spanish

2008

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# Stage 6 Languages Extension

## Oral Examination – General information for teachers

### Introduction

This document provides general information for teachers preparing students for the HSC Extension oral examination in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish.

Other relevant documents include:

- Stage 6 [Language] Extension Syllabus
- Previous HSC examination papers
- Previous *Notes from the Marking Centre*
- Marking Guidelines for Stage 6 [Language] Extension Oral examination
- HSC Languages Oral Examinations Timetable.

All these documents are available on the Board's website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

### General Information

The outcomes listed below represent the knowledge, understanding and skills that students are expected to achieve by the end of the Higher School Certificate course, as they relate to the oral component of the syllabus. The degree to which students achieve these outcomes is assessed in the examination.

### Outcomes

The student:

- 1.1 discusses attitudes, opinions and ideas in [Language]
- 1.2 formulates and justifies a written or spoken argument in [Language].

In the HSC Extension Oral Examination, the students are asked to respond to two questions from a choice of three. The questions are related to the prescribed issues, but may not necessarily provide students with an opportunity to refer to the prescribed texts. The students speak for approximately 2 minutes on each question. The students' responses take the form of a monologue, in which the students present and support a point of view.

Students are given 10 minutes' preparation time during which they may make brief notes on the paper provided. They may refer to the notes during the examination but must not read directly from them. Students need to read the questions carefully and use the preparation time to plan a well-structured and convincing argument. Preparation time is best divided equally between the two questions. It is important to read the questions in both English and the language being examined as this may assist with important vocabulary or helpful expressions.

In structuring the monologue, students are advised to include an introduction, develop an argument supported by a range of relevant examples and provide a conclusion. Ideas should be communicated with a high level of fluency and grammatical accuracy, and demonstrate sophistication in the use of vocabulary and sentence structures.

Students are encouraged to read widely in order to develop their opinions on topics related to the prescribed issues. This will assist with the formulation of a sophisticated argument. Presenting both sides of an argument before presenting a point of view allows for the topic to be treated with depth and breadth. However, monologues that have a heavy reliance on pre-learned material or lists may lead to the inclusion of irrelevant information or an irrelevant line of argument.

Students speak for approximately 2 minutes on each question. Responses that exceed the examination specification requirements often lack structure or are repetitious and do not advantage the student.

The examiner will not correct students or assist with sentence construction or responses in any way. The examiner will not offer assistance to students by providing vocabulary or expressions in the language being examined, or any translation of words into English.

Throughout and after the examination, the examiner will not give any indication of the student's performance.

Students are advised to maintain anonymity. They must not identify themselves or their school. General references to locations and people are acceptable.