Draft Framework

for

Stage 6 Languages Beginners Syllabuses

2004

Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish
1 Background Information

1.1 Government Directions for Stage 6 Curriculum


The White Paper states that the purpose of the HSC is to:
- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students’ achievements
- provide a context within which schools also have the opportunity to foster students’ physical and spiritual development.

The White Paper also proposed a two-unit curriculum structure and required a feasibility study and an evaluation of existing HSC subjects.

Following the feasibility study and the evaluation, the Board of Studies affirmed the two-unit structure as the basic building block of the HSC curriculum and identified the advantages in streamlining the curriculum. Fewer courses, which encompass at least the standards being achieved by students in the current two-unit and three-unit courses, would:
- enable an increased number of students to have access to advanced study through the single course structure
- ensure that schools are more able to resource and deliver a broad range of study opportunities to all students.

These recommendations were also accepted by the government, and it made decisions on the course arrangements in each HSC subject.
1.2 Background to the Revision of Stage 6 Languages Beginners Syllabuses

Stage 6 Beginners syllabuses are currently offered in ten languages – Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish. Prior to 2001, courses in these languages were referred to as 2 Unit Z courses.

The NSW Government’s White Paper, Securing Their Future, led to the revision of syllabuses across all eight key learning areas. Languages syllabuses at Continuers, Extension and Background Speakers levels were revised and approved in June 1999 for implementation in Preliminary in 2000.

At the same time, following an evaluation of the feasibility of Languages courses, amendments to ten Beginners syllabuses were approved. These amendments involved the inclusion of aims, objectives and outcomes, as well as Board of Studies assessment requirements that reflect the philosophy of the New HSC and a standards-referenced framework. The course content derives from the 2 Unit Z courses that were developed for Arabic (1980), Chinese (1982), French (1990), German (1985), Indonesian (1993), Italian (1985), Japanese (1995), Korean (1992), Modern Greek (1984) and Spanish (1985). However, due to the revision of the other Languages syllabuses (54 in all, including 23 CCAFL syllabuses), a comprehensive revision of the Beginners syllabuses was deferred until such time as resources were available.

In October 2003, the Board gave approval for the revision of Stage 6 Beginners syllabuses for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish. The revision is being undertaken collaboratively with the Senior Secondary Assessment Board of South Australia, within a common syllabus framework.

1.3 The Board’s Syllabus Development Process

The Board’s syllabus development process uses a project management approach and involves four phases – syllabus review, writing brief development, syllabus development and implementation. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.

The review of Languages Beginners syllabuses is now completed and at its meeting on 22 June 2004 the Board of Studies endorsed a set of broad directions to guide the development of this writing brief.

The broad directions are outlined in Section 3 of this document. A copy of the Evaluation Report containing the broad directions is available on the Board’s website (www.boardofstudies.nsw.edu.au).

The process and timelines for the development of the syllabuses are provided below.
1.4 Timeline for the Development of Stage 6 Languages Beginners Syllabuses

Phase 1 of the syllabus development process for Languages is now complete. This phase involved five key activities as described below.

PHASE 1 – SYLLABUS REVIEW
OCTOBER 2003 – MAY 2004

This phase involved:
• consultation with teachers across systems regarding the existing syllabuses and the general directions for syllabus development
• research, including a review of literature and practice in Australia and overseas
• development of the project plan
• information to schools about the syllabus revision
• consultation with the Languages Board Curriculum Committee.

PHASE 2 – FRAMEWORK DEVELOPMENT
FEBRUARY 2004 – DECEMBER 2004

This phase involves:
• development of the Draft Framework for Stage 6 Languages Beginners Syllabuses from analysis of research and consultation input
• distribution of the Draft Framework for Stage 6 Languages Beginners Syllabuses to schools and all other interest groups for comment
• modification of the Draft Framework for Stage 6 Languages Beginners Syllabuses in response to consultation input
• consultation on the modifications with key interest groups
• endorsement of the Framework for Stage 6 Languages Beginners Syllabuses.

PHASE 3 – SYLLABUS DEVELOPMENT
DECEMBER 2004 – JUNE 2005

This phase will involve:
• preparation of draft syllabus packages developed from the Framework for Stage 6 Languages Beginners Syllabuses
• distribution of draft syllabus packages to schools and all other interest groups for comment
• revision of the syllabus packages in response to consultation
• consideration of the nature of support documents
• endorsement of the syllabus packages by the Board and approval of the syllabuses by the Minister
• handover of syllabus packages to school systems and distribution to schools.

PHASE 4 – IMPLEMENTATION
From 2007

Syllabuses will be available from Term 2 2005 for implementation for Preliminary in 2007. During implementation of the syllabus, the Board will:
• collect, collate and analyse data on the use of the syllabuses
• identify and record issues that need to be taken into account in subsequent syllabus revision.
2 Information on the Draft Framework

2.1 Purpose

The Draft Framework for Stage 6 Languages Beginners Syllabuses will provide the proposed ‘blueprint’ for the revision of Stage 6 Beginners syllabuses in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish. Following consultation on the draft framework, the framework will be finalised as the writing brief to guide the development of the Languages Beginners syllabuses.

2.2 Structure

The draft framework is structured according to the elements of the syllabus and each element includes proposed instructions to the writers of the draft syllabuses.

2.3 For Your Information

Sections 1 to 3 of this document provide essential background on the development of the draft framework.

Section 4 provides details of the proposed elements of Stage 6 Languages Beginners syllabuses. In this section the following icons are used to assist you:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="For your information" /></td>
<td>This icon indicates general information that assists in reading or understanding the information contained in the framework.</td>
</tr>
<tr>
<td><img src="image" alt="Please comment" /></td>
<td>This icon indicates material on which responses and views are sought through consultation.</td>
</tr>
</tbody>
</table>

2.4 Consultation

Teachers and the wider community are invited to read the draft framework and to comment on the directions it provides to syllabus writers by responding to the survey. Consultation in relation to the draft framework will take place through:

- meetings and discussions with structured sample groups of teachers
- meetings and discussions with key individuals and groups
- publication of the survey in hard copy and on the Board’s website, to enable all schools and interest groups to respond.

The purpose of the consultation survey is to obtain detailed comments from individuals and systems/organisations on the Draft Framework for Stage 6 Languages Beginners Syllabuses. Comments are sought on both the strengths and the weaknesses of the draft framework and will be taken into consideration during preparation of the final framework.
The consultation period is from 6 September 2004 to 29 October 2004 inclusive.

Please send written responses to:

Administration Officer, Languages
GPO Box 5300
Sydney NSW 2001

or

fax: (02) 9367 8476

or

send responses by email to silink@boardofstudies.nsw.edu.au

or

send online survey responses through the Board’s website (www.boardofstudies.nsw.edu.au).
3 Directions for the Development of a Framework for Stage 6 Languages Beginners Syllabuses

Each of the current Preliminary and HSC courses for Beginners Languages is outlined in two documents: the *Stage 6 [Language] Beginners Syllabus Amendments* and the *2 Unit Z [Language] Syllabus*.

The Syllabus Amendments comprise aims, objectives and outcomes that have been standardised across all Beginners courses. Although they contain amended assessment advice that reflects the philosophy of the New HSC and a standards-referenced framework, the HSC examination specifications vary across all of the courses.

The 2 Unit Z syllabuses comprise course content, which varies across all of the Languages courses.

During the syllabus review phase, responses from practising teachers at structured sample group meetings endorsed the need for the syllabuses to be based on a common framework:
- to comprise common themes and topics for study
- to ensure consistency across languages with regard to objectives, outcomes, content, internal assessment and external examination specifications
- to ensure that quality and rigour are consistent with other Stage 6 syllabuses.

3.1 Summary of Broad Directions

The Beginners syllabuses will be revised:
- to create a generic framework that will be the writing brief for the ten syllabuses
- to ensure that the framework is an appropriate model of second or subsequent language learning for older adolescent beginners
- to ensure parity across expected standards
- to ensure that the syllabuses conform to a standards-referenced framework
- to ensure consistency in internal and external assessment across all languages
- to provide aims, objectives and outcomes that reflect current research into best practice in the teaching and learning of languages, by incorporating ways of achieving effective communication, and of developing linguistic and cultural understanding
- to include the Board’s rules relating to course eligibility as stated in the *Assessment, Certification and Examination Manual*
- to ensure that the rigour and challenge are consistent with other Stage 6 syllabuses
- to reflect the Board’s commitment to producing high quality documents that reflect contemporary pedagogy and approaches to the teaching of languages
- to ensure that the NSW Government’s education reforms to the HSC are implemented for all Languages courses.
The revised syllabuses will have the following elements:

- The Higher School Certificate Program of Study
- Introduction
  - The Language
  - Description of the Target Group
  - Rationale
- Continuum of Learning
- Aim
- Objectives
- Course Structure
- Objectives and Outcomes
  - Table of Objectives and Outcomes
  - Key Competencies
- Content of Languages Beginners Preliminary and HSC Courses
  - Sample Content
  - Topics
  - Texts
  - Tasks
  - Vocabulary
  - Grammar
- Post-school opportunities
- Assessment and Reporting
  - Requirements and Advice
  - Internal Assessment
  - External Examinations
  - Board Requirements for the Internal Assessment Mark in Board Developed Courses
  - Assessment Components, Weightings and Tasks
  - HSC External Examination Specifications
  - Summary of Examination Specifications
  - Criteria for Judging Performance
  - Reporting Student Performance Against Standards
- Glossary.

4.1 The Higher School Certificate Program of Study

The statement of purpose that prefaces all Stage 6 syllabuses will be included.
4.2 Introduction to [Language] Beginners in the Stage 6 Curriculum

4.2.1 The Language

For your information

This section will be written by teachers who have been appointed as syllabus writers.

The language to be studied and assessed is the modern standard/official version of [Language].

Syllabus writers should include, where appropriate, reference to
• spoken and written forms of the language
• levels of language (for example, honorifics, colloquialisms, slang)
• current language use (for example, spelling reforms)
• script types (for example, alphabets, characters, syllabaries)
• the place of regional variants
• the place of dialects.

4.2.2 Description of Target Group

For your information

A Beginners course is intended to cater only for students who have very little or no prior knowledge of a language and who wish to take up the study of that language as beginners. Students who have no experience of the language or whose experience is derived solely from, or is equivalent to, 100 hours or less of the language in Stage 4 or Stage 5 are eligible to undertake the Beginners course in that language. No other student is eligible. Within these guidelines, the Board delegates to the principal the authority to determine a student’s eligibility for a Beginners course.

For the purposes of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to ACE Manual, Section 11.12.4.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.
4.2.3 Rationale

The rationale describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.

A general rationale that will apply to all Languages syllabuses is provided.

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world that is the 21st century, a world where the influence and standing of English as the major world language will become increasingly less dominant. Communicating in another language expands students’ horizons as both national and global citizens.

It is indisputable that language and culture are interdependent; one cannot be studied in isolation from the other. Consequently, the study of another language develops in students the ability to move successfully across and within cultures, and in the process to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. By engaging with various spoken, written and multimodal text types and communication modes, students develop effective skills in interacting, and responding to and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to create their own texts. By making comparisons between and among languages, students strengthen their command of their first language. Ultimately, they discover the power of language.

As the use of language is a process of communication, students’ learning experiences offer opportunities to consolidate and extend their interpersonal skills.

Syllabus writers will provide an additional language-specific rationale.

The study of [Language] provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as education, commerce, hospitality, international relations and tourism.
4.3 Continuum of Learning

For your information

This diagram places the syllabus in the K–12 curriculum as a whole and indicates the continuum of learning. The diagram will vary depending on the number of courses offered in each of the ten languages.
4.4 Aim

The aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits that are to accrue for students from programs based on the syllabus.

Syllabus writers are reminded that the aim, objectives, outcomes and content of the syllabus must be clearly linked.

The aim of the Stage 6 [Language] Beginners Syllabus is to enable students to develop:
- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture
and to apply [Language] to enhance employment opportunities, further study, training or leisure.
4.5 Objectives

For your information

Objectives provide statements of the intention of the syllabus. They amplify the aim and provide directions to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.

Syllabus writers are reminded that the aim, objectives, outcomes and content of the syllabus must be clearly linked.

Please comment
Students will develop linguistic and intercultural knowledge, understanding and skills in [Language] in:
- interacting
- responding to texts
- producing texts.

**Objective 1 – Interacting**
Students will focus on the skills of listening, speaking, reading and writing to communicate actively with others in [Language].

**Objective 2 – Responding to texts**
Students will focus on the skills of listening and reading to interpret and respond to texts in [Language].

**Objective 3 – Producing texts**
Students will focus on the skills of speaking and writing to produce texts in [Language] for specific audiences, purposes and contexts.
4.6 Course Structure

For your information

The following information about course structure appears in all syllabuses.

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in [Language] and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in [Language] in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

4.7 Objectives and Outcomes

For your information

Syllabus outcomes express the specific intended results of learning. They provide clear, specific statements of the knowledge, understanding, skills and values that each student is expected to achieve as a result of effective teaching and learning in [Language]. They are derived from the objectives.

Syllabus writers will ensure that the aim, objectives, outcomes and content of the syllabus are clearly linked.
### 4.7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| **Interacting** | A student:  
1.1 establishes and maintains communication in [Language]  
1.2 applies knowledge of the culture of [Language]-speaking communities to interact appropriately  
1.3 uses [Language] to communicate effectively. |
| **Responding to texts** | A student:  
2.1 understands and interprets information in texts and responds appropriately  
2.2 identifies, explains and evaluates aspects of the culture of [Language]-speaking communities in texts  
2.3 explains ways in which linguistic structures and features are used to convey meaning in texts. |
| **Producing texts** | A student:  
3.1 produces texts appropriate to audience, purpose and context  
3.2 applies knowledge of the culture of [Language]-speaking communities to the production of texts  
3.3 uses diverse structures and features to convey information and express ideas in [Language]. |

### 4.7.2 Key Competencies

*For your information*

*Key competencies will be embedded in Stage 6 Languages Beginners syllabuses.*
4.8 Content

For your information

Content includes knowledge, skills, understanding and values, and describes the substance of subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. Content is expressed within the structure of 'learn about' and 'learn to' statements, which form the basis for planning programs of study and units of work based on prescribed themes and topics. This will enable students to maximise their learning in [Language] and demonstrate the outcomes.

Content will vary from syllabus to syllabus. Sample content has been provided and is a guide only.

Syllabus writers will ensure that content reflects age-appropriate material and that the particular aspects of [Language] are considered. This includes such linguistic features as writing systems, features of pronunciation such as tone and intonation, and the range of texts (oral, aural, print and electronic) that may be used in a range of contexts, including ‘real life’ communication, and applications of information and communication technologies.
Sample Content: Objective 1 – Interacting

_In the Chinese and Japanese syllabuses, writers will add statements concerning the study of characters._

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus outcomes can be demonstrated through the prescribed topics (see section 4.8.1).

**INTERACTING**

<table>
<thead>
<tr>
<th>Outcome 1.1: A student establishes and maintains communication in [Language].</th>
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</thead>
<tbody>
<tr>
<td><strong>Students learn about:</strong></td>
</tr>
<tr>
<td>• links in communication</td>
</tr>
<tr>
<td>• clarity of expression</td>
</tr>
<tr>
<td>• the purpose and context of communication and their influence on the choice of structure, format and vocabulary</td>
</tr>
<tr>
<td>• collaborative and inclusive ways to achieve communication goals</td>
</tr>
<tr>
<td><strong>Students learn to:</strong></td>
</tr>
<tr>
<td>• use strategies to initiate, maintain and conclude an interaction, eg appropriate turn-taking, confirming comprehension</td>
</tr>
<tr>
<td>• convey meaning clearly, eg by using appropriate pronunciation, intonation, stress and rhythm</td>
</tr>
<tr>
<td>• select and incorporate particular vocabulary and structures to achieve specific communication goals</td>
</tr>
<tr>
<td>• use strategies to negotiate meaning in response to feedback from others, eg by clarifying, modifying, paraphrasing, repeating, asking questions</td>
</tr>
<tr>
<td>Outcome 1.2: A student interacts with others in a culturally appropriate way.</td>
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<tr>
<td>---</td>
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<tr>
<td><strong>Students learn about:</strong></td>
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<tr>
<td>• colloquialisms, register and formality in language use</td>
</tr>
<tr>
<td>• ways to support effective interaction</td>
</tr>
<tr>
<td>• sociolinguistic conventions relating to everyday activities.</td>
</tr>
<tr>
<td><strong>Students learn to:</strong></td>
</tr>
<tr>
<td>• apply appropriate social conventions in formal and informal contexts, eg use of titles with names</td>
</tr>
<tr>
<td>• use appropriate language features to enhance communication, eg body language and tone</td>
</tr>
<tr>
<td>• use language and behaviour appropriate to social context, eg at mealtimes, when visiting.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 1.3: A student uses [Language] to communicate effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students learn about:</strong></td>
</tr>
<tr>
<td>• the function of grammatical rules and conventions</td>
</tr>
<tr>
<td>• the effect of linguistic choices on intended meaning</td>
</tr>
<tr>
<td>• formal and informal language, and when and where it is used</td>
</tr>
<tr>
<td>• the manipulation of structure, format and choice of vocabulary to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>Students learn to:</strong></td>
</tr>
<tr>
<td>• apply linguistic structures in [Language]</td>
</tr>
<tr>
<td>• use a range of linguistic structures to enhance meaning</td>
</tr>
<tr>
<td>• interact with reference to context, purpose and participants</td>
</tr>
<tr>
<td>• select and manipulate particular structures to achieve specific communication goals, eg use appropriate tense for recounting.</td>
</tr>
</tbody>
</table>
4.8.1 Topics

For your information

Students will engage in the study of [Language] within the context of a number of prescribed topics.

Please comment

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics

- Family life and home
- My community
- School and work
- Friends, leisure and sport
- Holidays and travel
- Future plans

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.
4.8.2 Texts

Reacting to feedback

Please comment on the texts to be prescribed for productive use.
Syllabus writers will review the proposed texts for their suitability for [language].
Texts for receptive use will not be prescribed.

Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following texts in the external examination.

- conversation (spoken)
- description
- diary entry
- email
- informal letter
- invitation
- message
- note
- postcard
- recount
- report
- script of a talk

4.8.3 Tasks

For your information

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:
- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
- a process (thinking, problem solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and of the student’s overall cognitive development)
- an audience (at whom or to whom the task is targeted or directed).
4.8.4 Vocabulary

Please comment

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

4.8.5 Characters

Please comment

In Chinese and Japanese, students will not be expected to learn characters from a prescribed list. The study of characters will focus on form, sound, meaning and analysing the components of the characters.

4.8.6 Dictionaries

Please comment

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be published with the Resources on the Board of Studies website. Further information will also be provided in the External Examinations section in the syllabuses. Students may use monolingual and/or bilingual print dictionaries in external examinations.
4.8.7 Grammar

For your information

Throughout the [Language] Beginners syllabus students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Please comment

Syllabus writers should provide a detailed, structured grammatical guide. Information should include such grammatical items as nouns, verbs (tenses, moods), articles, cases, prepositions, phrases, clauses, conjunctions, word order, etc, where appropriate to [Language].

The guide should include a table of grammatical items, sub-elements where appropriate, and examples:

<table>
<thead>
<tr>
<th>Grammatical items</th>
<th>Sub-elements</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>Tense (present, past etc)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voice (active, passive*)</td>
<td></td>
</tr>
</tbody>
</table>

* receptive use only

Syllabus writers should, where appropriate, distinguish between the productive and receptive use of particular grammatical items and sub-elements.
4.9 Post-school Opportunities

The study of [Language] provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of [Language] assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the AQF.

Teachers should contact the Board of Studies NSW for more information on VET modules in [Language].

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the TAFE NSW Handbook. Under current arrangements, the recognition available to students of [Language] in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of [Language] Stage 6. This information can be found on the internet (www.det.nsw.edu.au/hsc/tafe).
4.10  Assessment and Reporting

The information relating to the Board of Studies’ requirements for assessing and reporting achievement in the Preliminary and HSC courses, standards referencing, internal assessment and the external examination remains the same as in the Stage 6 Syllabus Amendments for Languages Beginners syllabuses.

4.10.1  Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies’ requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

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.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

• an assessment 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 examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

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

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.
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 syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:
- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students’ achievement on assessment and examination tasks.

4.10.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student’s achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students’ achievements.

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, weightings and task requirements to be applied to internal assessment are identified on page 31. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

4.10.3 External Assessment

In [Language] Beginners Stage 6 the external examination consists of an oral, a listening and a written examination. The specifications for the examination in [Language] Beginners Stage 6 are on page 32.

The external 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 and reporting will 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 established criteria.
4.10.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 31.

Schools are required to develop an 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.

The school must also develop and implement procedures to:
• inform students in writing of the assessment requirements for each course before the commencement of the HSC course
• ensure that students are given adequate written notice of the nature and timing of assessment tasks
• provide meaningful feedback on each student’s performance in all assessment tasks
• maintain records of marks awarded to each student for all assessment tasks
• address issues relating to illness, misadventure and malpractice in assessment tasks
• address issues relating to late submission and non-completion of assessment tasks
• advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
• inform students about their entitlements to school reviews and appeals to the Board
• conduct school reviews of assessments when requested by students
• ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

4.10.5 Assessment Components, Weightings and Tasks

Preliminary Course

Principals are required to certify that students have satisfactorily completed the Preliminary course before proceeding to the HSC course. The Board does not require schools to submit assessment marks for the Preliminary course. The HSC course assessment components may be used as a guide.

HSC Course

Assessment for the Higher School Certificate is based on the HSC course only. The weightings allocated to each component are mandatory, although the allocation of marks to the various tasks set for the HSC course is left to individual schools. Assessment should be spread over a number of tasks throughout the course.

A variety of assessment strategies must be used. Each assessment instrument should be appropriate for the outcome it is designed to measure. One assessment task may be used to measure a variety of outcomes.
The following weightings of components are proposed for all languages.

### Preliminary Course

<table>
<thead>
<tr>
<th>Objective 1: Interacting</th>
<th>Objective 2: Responding to texts</th>
<th>Objective 3: Producing texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong> 35</td>
<td>Suggested tasks: interviews, role-plays</td>
<td>Suggested tasks: listen to advertisements, announcements, messages, conversations, interviews, news items</td>
</tr>
<tr>
<td><strong>Reading</strong> 35</td>
<td>Suggested tasks: interact via messages, notes, emails</td>
<td>Suggested tasks: read advertisements, extracts from newspapers, magazines, reports, surveys etc</td>
</tr>
<tr>
<td><strong>Speaking</strong> 15</td>
<td>Suggested tasks: interviews, role-plays</td>
<td>Suggested tasks: oral presentations</td>
</tr>
<tr>
<td><strong>Writing</strong> 15</td>
<td>Suggested tasks: interact via messages, notes, emails</td>
<td>Suggested tasks: produce different kinds of writing, eg description, diary entry, informal letter, invitation, narrative account, postcard, recount, report, script of a talk</td>
</tr>
</tbody>
</table>

Total 100
### HSC Course

<table>
<thead>
<tr>
<th>Objective 1: Interacting</th>
<th>Objective 2: Responding to texts</th>
<th>Objective 3: Producing texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong> 30</td>
<td>Suggested tasks: interviews, role-plays</td>
<td>Suggested tasks: listen to advertisements, announcements, messages, conversations, interviews, news items</td>
</tr>
<tr>
<td><strong>Reading</strong> 30</td>
<td>Suggested tasks: interact via messages, notes, emails</td>
<td>Suggested tasks: read advertisements, extracts from newspapers, magazines, reports, surveys etc</td>
</tr>
<tr>
<td><strong>Speaking</strong> 20</td>
<td>Suggested tasks: interviews, role-plays</td>
<td>Suggested tasks: oral presentations</td>
</tr>
<tr>
<td><strong>Writing</strong> 20</td>
<td>Suggested tasks: interact via messages, notes, emails</td>
<td>Suggested tasks: produce different kinds of writing, eg description, diary entry, informal letter, invitation, narrative account, postcard, recount, report, script of a talk</td>
</tr>
</tbody>
</table>

Total 100
4.10.6 HSC External Examination Specifications

Please comment

The following HSC examination specifications are proposed for all Beginners languages.

The external examination consists of:
• an oral examination
• a written examination.

Oral Examination (approximately 5 minutes) (20 marks)

Purpose

The oral examination is used to assess the candidate’s knowledge and skill in interacting in [Language]. It relates to Outcomes 1.1 and 1.3.

Specifications

The oral examination will consist of a general conversation between the candidate and an examiner. In the conversation, the candidate and the examiner will discuss the candidate’s personal world as it relates to the prescribed topics.

Written Examination (2½ hours including 10 minutes reading time)

Section I: Listening (approximately 30 minutes) (30 marks)

Purpose

Section I of the written examination is designed primarily to assess the candidate’s knowledge and skill in responding to spoken text. It relates to Outcomes 2.1 and 2.3.

Specifications

The listening examination will consist of 10–15 questions. Each question will relate to one recorded text and may include parts. Text types will include multiple-choice, short-answer, completion of a table, list or form. The texts will relate to the topic areas prescribed in the syllabus. The total listening time for one reading of all texts without pauses will be approximately 7–8 minutes.

Each text will be read twice. There will be a short pause between the first and second readings in which candidates may make notes. Candidates will be given sufficient time after the second reading to complete their responses. Questions will be phrased in English for a response in English.
Section II: Reading  

(30 marks)

Purpose

Section II of the written examination is designed primarily to assess the candidate’s knowledge and skill in responding to written text. It relates to Outcomes 2.1 and 2.3.

Specifications

The reading examination will consist of 4–6 questions each based on a text in [Language]. Texts will be different in style and purpose, and of varying length and difficulty. The texts will be related to the topic areas prescribed in the syllabus. The questions on the texts will be written in English for responses in English.

The total length of all texts will be approximately 1200 words, 2000 ji for Japanese or 1100 characters for Chinese.

Section III: Writing  

(20 marks)

Purpose

Section III of the written examination is designed primarily to assess the candidate’s ability to produce written text for a specific audience, purpose and context. It relates to Outcomes 1.1, 1.3, 3.1 and 3.3.

Specifications

Part A (10 marks)
Part A will consist of 2–3 writing tasks. The text types for the responses will be drawn from those listed in the syllabus. Questions will be written in English but may also involve stimulus material written in [Language]. The questions will be related to the topics prescribed in the syllabus.

Part B (10 marks)
Candidates will be required to write one extended response in [Language]. The text type for the response will be drawn from the list of productive text types in the syllabus. The questions will be related to the topics prescribed in the syllabus.

The total length of texts required for Parts A and B will be approximately 250 words, 450 ji for Japanese or 200 characters for Chinese.
4.10.7 Summary of Examination Specifications

<table>
<thead>
<tr>
<th>ORAL EXAMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
</tr>
<tr>
<td>Time allocation – 5 minutes</td>
</tr>
<tr>
<td>Unscripted, general examination conversation with an examiner.</td>
</tr>
<tr>
<td>Topics to reflect syllabus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITTEN EXAMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Listening</td>
</tr>
<tr>
<td><strong>Objective 2: Responding to texts</strong></td>
</tr>
<tr>
<td>Suggested time allocation – 30 minutes (approximately)</td>
</tr>
<tr>
<td>10–15 items in [Language] with responses in English.</td>
</tr>
<tr>
<td>Section II: Reading</td>
</tr>
<tr>
<td><strong>Objective 2: Responding to texts</strong></td>
</tr>
<tr>
<td>4–6 texts in [Language]</td>
</tr>
<tr>
<td>Questions in English, responses in English.</td>
</tr>
<tr>
<td>Section III: Writing in [Language]</td>
</tr>
<tr>
<td><strong>Objectives 1 and 3: Interacting, producing texts</strong></td>
</tr>
<tr>
<td>Part A – 2–3 short responses</td>
</tr>
<tr>
<td>Part B – an extended response</td>
</tr>
<tr>
<td>Total: approximately 250 words, 450 ji (Japanese) or 200 characters (Chinese)</td>
</tr>
<tr>
<td><strong>Total time allocation</strong></td>
</tr>
<tr>
<td>5 minutes (oral examination) plus 2 1/2 hours (written examination).</td>
</tr>
</tbody>
</table>

4.10.8 Criteria for Judging Performance

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For your information

Detailed criteria for judging performance will be provided for each component of the examination.
4.11 Glossary

For your information

*Syllabus* writers will define terms that will assist teachers in the interpretation of the *Languages* syllabuses. This glossary may include items such as the following:

Please comment

culture
intercultural
paralinguistic
register
task
text