

HSC Continuers Courses

Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish (excluding Latin, Portuguese and Russian)

This document should be read in conjunction with the [Stage 6 Assessment Policy](#) document, which can be found on the NSW School of Languages website.

Internal school assessment and the final HSC result

To obtain the final HSC mark, NESA adds together and averages

- the **percentage mark obtained in the HSC examination** and
- the **moderated assessment mark** (also a percentage mark).

To arrive at the moderated assessment mark there are two steps:

- the student completes a number of assessment tasks set by the school, the results of which are combined to form the **final school assessment mark**.
- the school provides NESA with all of its students' final assessment marks, and NESA applies statistical procedures to the marks to ensure that marks from all schools are comparable. This procedure produces the moderated assessment mark for each student.

This means that half of the available marks for the final HSC result are reserved for the **moderated assessment mark**.

Please note that the moderating procedure may alter a student's actual mark, but it does not alter the student's position in the group studying that course at the same school. This means that, if a student's original final school assessment mark places that student at 5th place in the school course group, then the moderated assessment mark for that student will be at 5th place even though the actual mark may change.

As mentioned above, the final school assessment mark is the combination of marks from a number of assessment tasks held throughout the HSC year.

NESA requires that the final school assessment mark be compiled in such a way that the marks available for each of a number of defined **components** of the course make up a fixed percentage or **weighting** of the final mark. These components are called the **assessment components** for the course.

Organisation of assessment tasks

The [timetable](#) of the NSW School of Languages Year 12 Assessments with specific dates is available on the NSW School of Languages website.

[Assessment Task information notices](#) will be posted on the NSW School of Languages website two weeks before the assessment tasks. They will also be available through Moodle.

Students should be aware that it is a condition of enrolment that they sit for assessment tasks under the conditions specified by NSW School of Languages. Failure to attempt these assessment tasks may render the student ineligible to sit for this subject at the Higher School Certificate Examination.

NSW School of Languages Continuers HSC Courses Assessment 2023-2024

Component	Task 1		Task 2		Task 3		Task 4 (TRIAL)		Total Weighting %
	Term 4 Week 7 22 November 2023		Term 1 Week 7 11 - 15 March 2024		Term 3 Week 1 22 - 26 July 2024		Term 3 Week 1 22 - 26 July 2024		
	Outcomes assessed Refer to Assessment Notice		Outcomes assessed Refer to Assessment Notice		Outcomes assessed 1.1, 1.2, 1.3, 1.4		Outcomes assessed 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1		
	Marks	Weighting %	Marks	Weighting %	Marks	Weighting %	Marks	Weighting %	
Listening			20	20			25	10	30
Reading	20	20					40	10	30
Speaking			20	10	20	10			20
Writing	10	10					15	10	20
Total %		30		30		10		30	100

Objectives and outcomes assessed

The table below sets out the **Objectives** and **Outcomes** required by NESA to be assessed in the school's assessment program for this course. However, a particular assessment task may assess only **some** of these objectives and outcomes.

Objectives	Outcomes
The student will:	The student:
1. exchange information, opinions and experiences in the target language	1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in the target language	2.1 applies knowledge of language structures to create original text * 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to a range of texts that are in the target language	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of the target language-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

* 'original text' refers to a written or spoken text created by the student incorporating his or her own ideas

Criteria used to judge performance in tasks

Listening

In their answers students will be assessed on:

- how well they identify, analyse, summarise and evaluate general and/or specific aspects of texts
- how accurately they convey the relevant information in English
- how well they identify and explain aspects of the culture of the [language]- speaking communities.

Speaking

In their answers students will be assessed on how well they:

- engage in a conversation (comprehension, communication strategies)
- respond to a range of questions
- manipulate language in a range of contexts
- demonstrate knowledge of vocabulary and sentence structures
- speak with correct pronunciation and intonation

Reading

In Part A students will be assessed on:

- how well they identify, analyse, summarise and evaluate general and/or specific aspects of texts
- how accurately they convey the relevant information in English
- how well they identify and explain aspects of the culture of the [Language]- speaking communities.

In Part B students will be assessed on how well they:

- respond to the stimulus text with relevant information and ideas
- write text appropriate to context, purpose and audience
- structure and sequence information and ideas
- demonstrate control of a range of language structures and vocabulary in [Language].

Writing

In their answers students will be judged on how well they:

- communicate relevant information, opinions and ideas
- write text appropriate to context, purpose and audience
- structure and sequence information, opinions and ideas
- demonstrate control of a range of language structures and vocabulary in [language].

External assessment (HSC examination)

The examination will consist of a written paper worth 80 marks and an oral examination worth 20 marks.

Written examination (80 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 (25 marks)

- There will be approximately 8 questions phrased in English.
- Each question will be based on an aural text in the target language.
- Each text will be read twice. There will be a pause between the readings and a longer pause after the second reading to allow students to answer the question.
- The texts will vary in length ranging from approximately 35 seconds to approximately 60 seconds.
- The total time for one reading of all the texts will be approximately 8 minutes.
- The texts will include a range of text types.
- There will be a range of question types such as short-answer questions that require a response in English or the completion of a table, list or form in the target language or English, and objective response questions with distractors in the target language or English.
- Questions may contain parts.
- There will be at least one item worth from 5 to 6 marks.

Section II – Reading and responding (40 marks)

This section will consist of two parts.

Part A (25 marks)

- There will be two questions phrased in English requiring a response in English.
- Each question will be based on a written text in the target language.
- The total length of the two texts will be approximately:
 - 600 words in French, German, Indonesian, Italian, Modern Greek and Spanish
 - 750 characters in Chinese
 - 1200 *ji* in Japanese
 - 1250 *ja* in Korean.
- Questions will contain short-answer parts and may contain objective response parts.
- There will be approximately eight parts.
- There will be at least one part worth from 5 to 7 marks.

Part B (15 marks)

- There will be one extended response question phrased in English requiring a response in the target language.
- The question will be based on a written text of approximately:
 - 150 words in French, German, Indonesian, Italian, Modern Greek and Spanish
 - 200 characters in Chinese
 - 300 *ji* in Japanese
 - 375 *ja* in Korean
- The question will specify the audience, purpose and context of the response.
- Students will be required to respond to questions, statements, comments and/or specific information in the text.
- The expected length of response will be approximately:
 - 200 words in French, German, Indonesian, Italian, Modern Greek and Spanish
 - 250 characters in Chinese
 - 400 *ji* in Japanese
 - 500 *ja* in Korean

Section III – Writing in [language] (15 marks)

- There will be two questions phrased in English requiring a response in the target language.
- Each question will specify the audience, purpose and context of the response.
- The first question will be worth 5 marks and students will be required to write an informative or descriptive response of approximately:
 - 75 words in French, German, Indonesian, Italian, Modern Greek and Spanish
 - 90 characters in Chinese
 - 150 *ji* in Japanese
 - 180 *ja* in Korean.
- The second question will be worth 10 marks and will have two extended response alternatives, each requiring the same text type.
- Students will be required to answer one alternative and write an evaluative, persuasive or reflective response of approximately:
 - 200 words in French, German, Indonesian, Italian, Modern Greek and Spanish
 - 250 characters in Chinese
 - 400 *ji* in Japanese
 - 500 *ja* in Korean.

Oral examination (20 marks)

Time allowed approximately 10 minutes.

The oral examination will consist of a conversation between the student and the examiner. In the conversation, the student will respond to the examiner's questions on the prescribed syllabus topics as they relate to the student's personal world.

School-based assessment vs. HSC examination

As the tables below indicate, there is a direct correlation between the internal and external assessment components.

School-based assessment	Weighting
Listening Objective 3	30
Reading Objectives 1, 2 & 3	30
Writing Objective 2	20
Speaking Objectives 1 & 4	20
Total	100

External assessment (HSC)	Mark
Written examination	(80)
Section I – Listening & Responding	25
Section II – Reading & Responding	
Part A	25
Part B	15
Section III – Writing in the target language	
First task	5
Second task	10
Oral examination	
Conversation	20
Total	100

Venue for the HSC examination

- **No HSC examinations will be conducted at NSW School of Languages.**
- NESAs will notify students individually via *Students Online* where and when to attend.
- The HSC Oral examination will be conducted at a special Examination Centre. Students must be proactive in collaborating with their home school to schedule their oral examination and, in some cases, choose the venue. This scheduling usually takes place in June.
- The HSC written examination will be conducted in the same Examination Centre students attend for all their other HSC examination subjects.
- Students must use their NESAs ID and PIN to access all HSC examination details.

Making further enquiries

Any enquiries students may have regarding their HSC studies at NSW School of Languages should be directed to their teacher on the phone number posted on the NSW School of Languages website.