
HSC [Language] in Context courses

Chinese, Japanese and Korean

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.

School-based 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 prior to the assessment tasks. They will also be available through Moodle/Canvas.

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.

[Language] in Context 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 2 29 July - 2 August 2024		Term 3 Week 2 29 July - 2 August 2024		
	Outcomes assessed 2.1, 2.2, 2.3		Outcomes assessed 1.1,1.2,1.3,1.4,1.5,1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		Outcomes assessed 1.1, 1.2, 1.3, 1.4, 1.5, 1.6		Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		
	Marks	Weighting %	Marks	Weighting %	Marks	Weighting %	Marks	Weighting %	
Listening			15	15			25	10	25
Reading	15	15					25	10	25
Speaking			20	10	25	15			25
Writing	15	15					25	10	25
Total %		30		25		15		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.

OBJECTIVE	OUTCOMES
<p>Students will:</p> <p>1. interact with others to exchange meaning in spoken [Language], applying knowledge and understanding of the relationships between language, culture and identity</p>	<p>A student:</p> <p>1.1 uses strategies to maintain communication</p> <p>1.2 exchanges information and justifies opinions and ideas</p> <p>1.3 expresses personal opinions, emotions and feelings</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>1.5 recognises and uses language appropriate to different cultural contexts</p> <p>1.6 develops bilingual and bicultural identity through interacting with others</p>
<p>2. create texts to express meaning in written [Language], demonstrating knowledge and understanding of the relationships between language, culture and identity</p>	<p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p>
<p>3. analyse spoken and written texts in [Language] to interpret meaning, examining and reflecting on relationships between language, culture and identity</p>	<p>3.1 summarises information and ideas from texts</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.3 infers points of view, opinions and attitudes expressed in texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.5 analyses the way in which culture and identity are expressed through language</p> <p>3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts</p>

Criteria used to judge performance in tasks

Oral Interacting (Speaking)

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

- present their topic/personal investigation
- respond to a range of questions on your topic/personal investigation
- reflect on ideas and experiences
- demonstrate an understanding of your topic/personal investigation, and present their point of view
- communicate using appropriate intonation, pronunciation, grammar, language structure and vocabulary.

Responding to texts (Listening and Reading)

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

- summarise and/or synthesise information and ideas from texts
- infer points of view, opinions and attitudes
- respond personally and critically to texts
- analyse the way in which culture and identity are expressed
- communicate relevant information and ideas in either comprehensible [Language] or English, as required
- create texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- demonstrate control of a range of language structures and vocabulary in [Language].

Creating Texts in [Language] (Writing)

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

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

External assessment (HSC examination)

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.

The written examination will consist of two sections.

Section 1: Responding to texts

(50 marks)

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 audio-visual 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/ audio-visual 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 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:

 - 720-850 characters for Chinese
 - 1200-1400 *ji* for Japanese
 - 1500-1750 *ja* in 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:
 - 60 - 180 characters for Chinese
 - 100 – 375 *ji* for Japanese
 - 125-375 *ja* for Korean.

Section 2: Creating texts in [Language]

(25 marks)

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:
 - 300 characters for Chinese
 - 500 *ji* for Japanese
 - 625 *ja* for Korean.

Oral examination

(25 marks)

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 NESA prior to the oral examinations. Schools will be advised of the precise timing and manner of collection prior to each year's oral examinations.

School-based assessment vs HSC examination

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

School-based assessment	Weighting
Listening	25
Reading	25
Writing	25
Speaking	25
	100

External examination	Weighting
Written examination Section 1: Responding to texts Short-answer response questions	50
Section 2: Creating texts One extended response question	25
Oral examination	25
	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.