

Saturday School of Community Languages

Connection Diversity Excellence



2021 Higher School Certificate Languages Assessment Guidelines

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Principal's message

Welcome to the Saturday School of Community Languages (SSCL) and congratulations on your decision to continue studying your background language in Year 12. It will be a busy time for you as you study for the Higher School Certificate (HSC) and make plans for life after school. This year it is more important than ever to balance your commitments between school, family life and social activities.

It is essential that you as a student and your parents and carers are familiar with the SSCL assessment policy and the procedures and requirements that are outlined in this booklet. Completion of all tasks is vital if you are to reach your goals and attain the best possible result in your HSC.

This booklet will inform you clearly of assessment tasks that must be completed to show you have satisfied the requirements of your language course. You must also complete all course work to a satisfactory standard to meet the requirements for the HSC. Your classroom teacher and your centre's executive team are available to assist you if you have any concerns. They will provide you with the necessary support if you are experiencing anything that may affect your studies.

Please find enclosed a study guide poster that you may wish to refer to throughout your Year 12 language studies. You can find more HSC languages tips and tricks posted throughout the year on our Facebook and Twitter @SSCLNSW.

I would like to wish you the very best in the 2021 Higher School Certificate and I hope that you experience success in your future aspirations.

Sana Zreika

Sana Zreika
Principal

HSC assessment policy and procedures

HSC requirements and eligibility

To be eligible for the award of the NSW Higher School Certificate, students must comply with the entry requirements, course restrictions, and the rules and regulations determined by the NSW Education Standards Authority (NESA). In addition, students must also comply with SSCL's course and assessment requirements.

To be eligible for the award of the HSC students must:

- have gained the Record of School Achievement (RoSA) or other qualifications considered satisfactory by NESA
- have attended a NSW government school, an accredited NSW non-government school, a school outside of NSW recognised by NESA, or a college of TAFE
- have satisfactorily completed courses that comprise the pattern of study required by NESA, including the completion of the Preliminary course or achievement of other qualifications considered by NESA to be satisfactory for the completion of the Preliminary course
- sit for and make a serious attempt at the requisite HSC external exams.

Satisfactory completion of a course

A student will be considered to have satisfactorily completed a language course if the SSCL Principal has sufficient evidence to certify that the student has:

- **followed** the course developed or endorsed by NESA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes.

A student will not be considered to have satisfactorily completed a language course if that student:

- does not satisfy the minimum requirements of assessment tasks, for example they do not make a genuine attempt at assessment tasks which together contribute to more than 50% of the available assessment marks for the course; or
- omits, to a significant degree, experiences and tasks which are an essential part of the course, for example if they continually fail to do the oral/aural components of their work packages, or they fail to complete a significant proportion of assignments set as part of the required work; or
- their preparation is inadequate to the extent that poor performance is likely to result, for example they continually fail to do the instructed work.

Attendance

While NESAs do not mandate attendance requirements, Principals may determine that as a result of sustained absences a student may not have met the criteria for course completion.

In the SSCL context, maintaining satisfactory attendance includes:

- regular attendance on a Saturday
- consistent engagement in the course, including regular submission of work
- participation in class discussions
- completion of the course requirements.

Non-attendance is regarded seriously by centre Supervisors who will give students early warning of the consequences of non-attendance.

The purpose of HSC assessment

The purpose of school assessment in reporting for the HSC is to provide an indication of a student's achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC examination
- multiple measures and observations made throughout the HSC year, giving students credit for what they have achieved throughout their language course, in addition to their final examination.

How are course outcomes assessed?

Students are assessed against course outcomes through a range of assessment tasks in each language. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment. These tasks may include:

- class essays, research tasks, assignments
- practical tasks, projects, presentations
- examinations which may be in a written or oral/aural form

School-based assessment and the HSC

SSCL will provide NESAs with a mark for each course that a student undertakes at the school. This will be a mark out of 100 for a 2-unit course and a mark out of 50 for an Extension course. The mark makes up 50% of the final HSC mark, and is moderated by NESAs based on student performance in the HSC exam for that course.

The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.

In accordance with NESAs guidelines, the final school-based assessment mark is not available to students. When all HSC examinations have been completed, NESAs will provide students with a record of the ranks in all courses for which they are entered via Students Online.

Students will receive an external examination mark and a moderated school-based assessment mark in December for each course they study. These will be reported separately on the Higher School Certificate and together make up the final HSC mark for the course.

The assessment mark provided by the school indicates the rank and relative differences between student's performances against the standards of the course. SSCL calculates this mark based on the assessment tasks completed by the student in the HSC course. A number of principles apply to the tasks that make up the assessment program for any course.

1. Assessment tasks and HSC exams will be **standards-referenced**, which means:
 - marking schemes for tasks are linked to standards
 - standards are based on syllabus outcomes and the HSC descriptive performance bands. The performance bands clearly describe what students at each level of achievement typically know and can do in the course
 - results will depend on students' achievement in relation to predetermined standards and NOT on achievement relative to other students
 - the mark will reflect the rank order and relative differences in student achievement
 - students will be informed of their final position or ranking at the end of the course.

2. Through a '**notice of assessment task**' students will be informed two weeks in advance of:
 - the date of each assessment task
 - the type of skill involved in the task
 - the syllabus outcomes for each task
 - the marking criteria
 - the value of each task within the whole HSC program (its weighting).

3. NESA has **established weightings** for the different components or skills to be tested. The table of weightings is included in the Syllabus for the relevant course. All schools use these weightings in calculating assessment marks.

4. Teachers will provide **effective oral and written feedback** to students, either individually or in groups, to allow monitoring and improvement of learning.

Trial HSC examination

Year 12 students will undertake one formal written examination as part of their assessment program. This examination will be in the format of the HSC examination and will draw from most or all content areas or topics or modules completed at that point in time. This will provide an opportunity for students to prepare for and experience examination conditions.

The Trial HSC examination is intended to give students practice in the style of the HSC exam. Each question will show the marks allocated as in the HSC exam. These marks will then be converted to reflect the weightings set out in the assessment schedule.

Syllabus and other supporting documents including specimen examination questions, draft performance bands and past HSC examinations are published on the NESA website. Performance Bands developed by NESA from the 2001 HSC exam are provided on the NESA website.

For more information on the process and procedures of Stage 6 Assessment in Schools please refer to the NESA website: educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice

Schedule of assessment tasks

SSCL's calendar of assessment tasks and dates can be found in the Assessment Schedule section of this booklet (page 20-25)). The schedule will be followed as published unless there are exceptional circumstances which require the schedule to be adjusted. If there is an SSCL assessment task that clashes with an HSC oral examination for the same course, students will receive a new schedule with the revised date.

If it is impossible or disadvantageous for students to proceed with an assessment task on the scheduled date (for example, the centre is not accessible to students on the date set for the assessment task) **two weeks' notice** of a revised assessment date will be given where possible. If a scheduled task fails to show clear differences between students, a replacement task may be given with due notice.

Components and component weightings are prescribed by NESA and are set out on pages below from the relevant syllabus.

Marks and ranks

Students will receive the **marked assessment task showing the mark and weighting of the task**. Students can keep an accurate record of accumulating rank as well as marks received over the assessment period. Students can record marks after each assessment task on the SSCL assessment schedule given to them.

If students are concerned about their assessment task mark they must speak to the Curriculum Coordinator on the day the task is returned to them. Once a corrected mark has been recorded students cannot appeal it again. All marking of examinations follow the marking guidelines set out on the Notice of Assessment sent via email to students two weeks prior to the assessment task. Students will receive accurate and thorough feedback on each assessment task. Students should speak to the Curriculum Coordinator at their centre if they have any issues regarding the marking process of the assessment.

Review of final assessment ranking

When students receive their final assessment rankings, if they consider their rank to be incorrect they are able to request a review of assessment procedures by the Principal, Saturday School of Community Languages and further by NESAs if desired.

The Trial HSC marks and rank are recorded on the final Year 12 report. These results are only part of the total HSC assessment.

Missed assessment tasks

A mark of zero may be awarded if an assessment task is missed (or if it has not been submitted by the due date) and the student has **not** provided a Request for Consideration form with valid documentation. A zero mark is noted as a non-attempt. Students will still be given the opportunity to sit for the assessment task at a later date and be given feedback. A warning letter will be issued and a copy sent to the home school.

Submitting a Request for Consideration

Students who know in advance they will be absent for a task must inform the centre Supervisor via the centre email as soon as they are aware of the impending absence.

Students who miss a task due to an emergency must make every effort to contact the centre before classes begin on the Saturday. They must then see the centre Supervisor on the first Saturday of their return, before attending class, to submit a completed Request for Consideration to apply for a late submission.

If the student's absence extends beyond the date of the assessment task, the student must contact the centre Supervisor on any additional Saturday of absence to advise them of the extended absence. On the first Saturday of their return, additional independent evidence, such as a medical certificate which covers the additional dates of absence, must be presented to the Centre Supervisor.

In all cases appropriate documentation must be provided and the matter discussed with the centre Supervisor. Students who miss a task because of illness must provide a medical certificate which includes the date of the assessment task.

The medical certificate must be specific and include details of the onset of the condition, plus any additional dates of consultation, together with a statement about how this might be expected to affect their performance in the assessment task. A medical certificate only stating 'illness' will not be accepted. (Refer to *NESA Assessment Certification Examination (ACE) 11003 Procedures for Lodging an Appeal*). A proforma for this purpose is included on the second page of the Request for Consideration form.

Alternative tasks

If the reason for absence is accepted as valid by the centre Supervisor, the teacher may:

- arrange for the student to attempt the task at a different time
- arrange for the student to attempt an alternative task. An alternative task might include similar knowledge, skills and outcomes to the missed task
- generate an estimate for the task missed, but only in exceptional cases and with the authorisation of the centre Supervisor, at the end of the course.

Where an advantage may be gained by a late submission, the allocated mark will be determined to maintain rank within the course.

Attendance at a sporting or cultural event, or family holiday are not considered to be valid reasons. (Refer to *NESA Assessment Certification Examination (ACE) 11004 Unacceptable Grounds for Appeal*).

Non-serious attempts

Any student who submits a non-serious attempt at an assessment task, including a task with inappropriate or derogatory comments, will receive a mark of zero for that assessment task.

Students will be required to re-attempt the task in order to satisfy course outcomes and requirements, but will not be awarded an official mark.

Malpractice in assessment tasks

Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could be:

- copying in an exam from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- making up journal entries for a research project
- using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.

You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all your work for the HSC. Cheating in a HSC assessment task is a serious offence.

Consequences of malpractice or cheating in HSC assessment tasks:

Cheating will result in a zero mark for the assessment task involved. Any student proved to have given or received information on the content of an assessment task will be awarded zero marks, and be issued with a Warning Letter and may place the award of an HSC in jeopardy.

N-Determinations

If it appears that a student is at risk of not meeting the internal assessment requirements in a course they will be given a warning. The centre Supervisor will:

- advise the student in writing, in time for the issue to be resolved, and alert the student to the possible consequences of a N-Determination
- advise the parent/carer and weekday school in writing
- request written acknowledgement of the warning from the student, parent/carer and weekday school

- issue at least a second warning letter if the issue remains unresolved
- retain a copy of the warning notices and other relevant documentation.

If a student is given an N-Determination because of failure to complete tasks which together contribute to more than 50% of the final assessment marks in that course, the centre Supervisor will:

- advise the student of the determination, its consequences, and the students right to a school review and subsequent appeal to NESAs
- calculate an assessment mark incorporating the marks for those tasks submitted and a zero for each task not submitted.

Assessment reviews and appeals

In cases where the official HSC assessment ranking differs significantly from the ranking students expected to receive for that course, NESAs provisions allow for students to request a school review of the ranking in that subject from SSCL. If the student is not satisfied with the result of the school review they may appeal to NESAs directly.

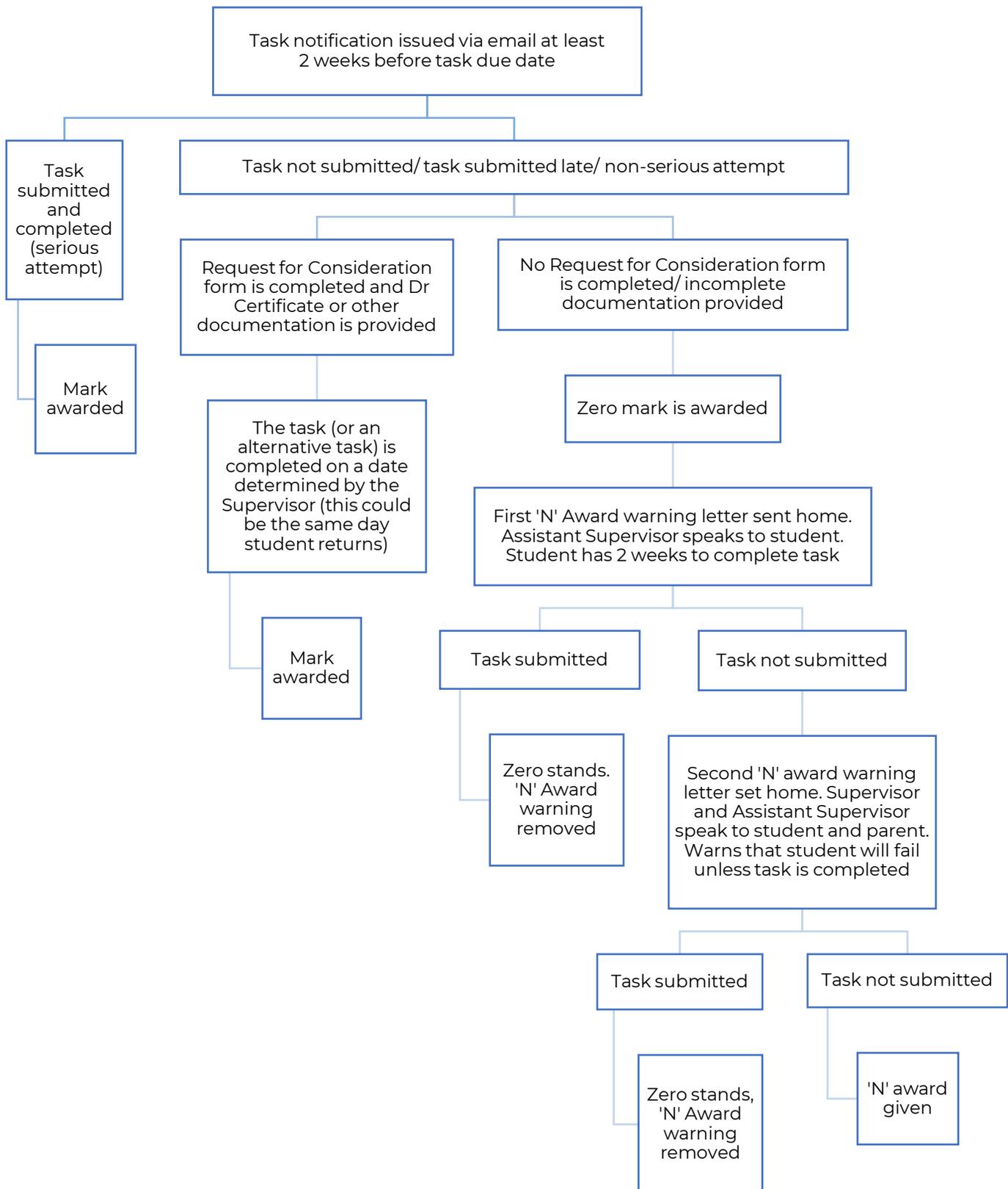
The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be raised at the time the task is returned to the student.

Requests for review of an assessment mark may be based only on the following three official grounds:

- the weightings that were used are not those specified by NESAs in the syllabus document
- the schools procedures for determining the assessment marks do not comply with its assessment policy
- there are computational or other administrative errors in the determination of the assessment mark.

Assessment task flowchart

Students should read the flowchart closely in order to understand the steps involved in the assessment process and 'N' Award determinations.



Saturday School of Community Languages' responsibilities

For each language course, SSCL prepares and administers an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks is determined by the school.

This means that teachers are required to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- develop quality assessment tasks and appropriate marking guidelines.
- inform students in writing of the assessment requirements for each course before the commencement of the HSC course, including the number, mark values and types of tasks to be used.
- ensure that students are given adequate written notice of the nature and timing of assessment tasks.
- provide meaningful feedback on students' performance in all assessment tasks in relation to their strengths and weaknesses and areas for improvement.
- report assessments to NESA that provide appropriate discrimination between students in terms of their overall achievement.
- maintain records of marks awarded to each student for all assessment tasks.
- consistently follow school procedures relating to illness, misadventure and malpractice in assessment tasks.
- consistently follow school procedures relating to late submission and non- completion of assessment tasks.
- advise students in writing when they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to meet the requirements satisfactorily.
- provide clear instructions and expectations for each task including the format required (for example, whether electronic submission is acceptable) and whether receipt is to be formally acknowledged.
- provide clear criteria for marking.
- use a range of marking strategies, such as common or consensus marking of tasks.
- follow the assessment program, checking that each task conforms to the assessment program.
- inform students about their entitlements to school reviews.

HSC exam procedures

HSC exam locations

HSC Languages oral examinations are held at central locations determined by NESA. Information will become available through NSW Schools Online and NSW Students Online.

HSC Languages written examinations take place at the students' weekday school or local examination centres.

Special provisions

NESA make special considerations available for students who may have circumstances that impact on their ability to successfully complete assessment procedures. Through an application, which must include appropriate documentation supporting your claim, the weekday school and NESA will consider whether Special Provisions are granted and the nature of the consideration that will be allowed the student e.g. extra time for breaks. SSCL should be made aware of any special provision granted from NESA.

General rules (which apply to all exams and assessment tasks)

Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination room. Consistent consequences will apply for students found to be breaching the examination rules.

Before entering the examination room

- students should plan to arrive at least 10 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- no electronic devices may be brought into the examination room.
- students must ensure that their mobile phone is turned off, (or preferably secured at home or the front office) and not with them while sitting an examination nor an in-class assessment task.

On entering the examination room and during the examination

- candidates must enter the examination room silently.
- complete silence must be adhered to whilst candidates are in the examination room.
- bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall.
- only clear, plastic pencil cases may be taken to examination desks.
- candidates must sit facing the front and are not to turn around or look at any other candidates' paper.
- candidates are not to communicate with any other candidates in any way.
- candidates must remain for the entire duration of every exam.
- candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- food and drink are not permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- candidates must obey all reasonable instructions given by supervisors.
- borrowing is not permitted.
- candidates must not pick up their writing implements until reading time has ceased and writing time has started.
- all enquiries are to be addressed to supervising staff by students raising their hand and waiting patiently.
- Codes of Conduct/School Rules apply during all exams.

On leaving the examination hall and after the examination

- no exam papers or the writing paper provided is to be removed from the examination hall by a student.
- classes will quietly depart the hall when dismissed by the supervising teachers.

Internal and external assessment

Summary of internal and external HSC assessment for the Continuers course in Arabic, Italian, Modern Greek and Spanish

Internal examination	Mark
Listening Objective 3	30
Reading Objectives 1, 2 and 3	30
Writing in [Language] Objective 2	20
Speaking Objectives 1 and 4	20
	100

External examination	Mark
Written examination	
<i>Section I – Listening and Responding</i> Short-answer and objective response questions	25
<i>Section II – Reading and Responding</i> Part A Two questions containing short answer and/or objective response parts	25
Part B	15
<i>Section III – Writing in [Language]</i> One short-answer question	5
Candidates answer one extended response alternative	10
Oral Examination	20
	100

Summary of internal and external HSC assessment for the Extension course in Arabic, Italian, Modern Greek and Spanish

Internal examination	Mark
Text analysis Objective 2	20
Writing skills Objective 1	20
Speaking skills Objective 1	10
	50

External examination	Mark
Written examination	
Part A Short answer questions	15
Part B One extended response question	10
<i>Writing in [Language]</i>	
Candidates answer one extended response question	15
Oral Examination	10
	50

Summary of internal and external HSC assessment for the CCAFL Continuers course in Armenian, Bengali, Croatian, Filipino, Hindi, Hungarian, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Tamil and Turkish

Internal examination	Mark
Listening Objective 3	30
Reading Objectives 1 and 3	30
Writing Objective 2	20
Speaking Objectives 1 and 4	20
	100

External examination	Mark
Written examination	
<i>Section I – Listening and Responding</i>	
Part A Short-answer and objective response questions	15
Part B Short answer and objective response questions	15
<i>Section II – Reading and Responding</i>	
Part A Two questions containing short answer and/or objective response parts	10
Part B One extended response question	15
<i>Section III – Writing in [Language]</i>	
Candidates answer one question from two to four options	20
Oral Examination	
Conversation	10
Discussion	15
	100

Summary of internal and external HSC assessment for the Continuers course in Vietnamese

Internal examination	Mark
Listening Objective 3	30
Reading Objectives 1 and 3	30
Writing Objective 2	20
Speaking Objectives 1 and 4	20
	100

External examination	Mark
<p>Written examination</p> <p><i>Section I – Listening and Responding</i></p> <p>Part A Four or five questions for responses in English</p> <p>Part B Two questions for response in [Language]</p> <p><i>Section II – Reading and Responding</i></p> <p>Part A Two questions containing short answer and/or objective response parts</p> <p>Part B One extended response question</p> <p><i>Section III – Writing in [Language]</i> Candidates answer one question from two to four options</p>	<p>30</p> <p>20</p> <p>10</p> <p>15</p>
Oral Examination	25
	100

Summary of internal and external HSC assessment for the [Language] in Context course in Chinese, Japanese and Korean

Internal examination	Mark
Listening Objectives 2 and 3	25
Reading Objectives 2 and 3	25
Creating texts Objective 2	25
Speaking Objective 1	25
	100

External examination	Mark
Written examination	
<i>Section I – Responding to texts</i>	50
Short answer response questions	
<i>Section II – Creating texts</i>	25
Candidates answer one extended response question	
Oral Examination	25
	100

Summary of internal and external HSC assessment for the [Language] and Literature course in Chinese and Korean

Internal examination	Mark
Listening Objectives 3 and 4	20
Reading Objectives 3 and 4	40
Writing Objectives 2 and 4	30
Speaking Objective 1	10
	100

External examination	Mark
<p>Written examination</p> <p><i>Section I – Listening and Responding</i></p> <p>Part A One question containing short-answer and/or objective response parts</p> <p>Part B One extended response question</p> <p><i>Section II – Reading and Responding</i></p> <p>Part A One question containing short-answer parts One extended response question</p> <p>Part B One extended response question</p> <p><i>Section III – Writing in [Language]</i> Candidates answer one extended response question</p>	<p>10</p> <p>10</p> <p>40</p> <p>15</p>
	100

Assessment schedules

2021 HSC assessment schedule for the Continuers course in Arabic, Italian, Modern Greek and Spanish

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4 Week 6 November 21 2020		Task 2 Term 1 Week 6 March 6 2021		Task 3 Term 2 Week 7 June 5 2021		Task 4 - Trial Term 3 Week 2 July 24 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objectives: 1 & 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	20%	10	5			20	15		
Listening Objective: 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%			20	20			25	10
Reading Objectives: 1, 2 & 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%	20	20					Part A: 25 Part B: 15	10
Writing Objective: 2 Outcomes: 2.1, 2.2, 2.3	20%			15	10			15	10
	100%		25%		30%		15%		30%
Progress report issued by mid-June									
Progress report issued September									

2021 HSC assessment schedule for the Extension course in Arabic, Italian, Modern Greek and Spanish

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1		Task 2		Task 3 - Trial	
		Term 1 Week 8 March 20 2021 Mark	Weighting	Term 2 Week 6 May 29 2021 Mark	Weighting		Term 3 Week 3-4 July 31-Aug 7 2021 Mark
Speaking Objective: 1 Outcomes: 1.1, 1.2	20%	10	10			10	10
Text analysis Objective: 2 Outcomes: 2.1, 2.2, 2.3	40%			30	30	Part A: 15 Part B: 10	10
Writing Objective: 1 Outcomes: 1.1, 1.2	40%	20	20	15	10	15	10
	100%		30%		40%		30%
Progress report issued by mid-June							
Progress report issued September							

2021 HSC assessment schedule for the CCAFL Continuers course in Armenian, Bengali, Croatian, Filipino, Hindi, Hungarian, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Tamil, Turkish

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4 Week 6 November 21 2020		Task 2 Term 1 Week 6 March 6 2021		Task 3 Term 2 Week 7 June 5 2021		Task 4 - Trial Term 3 Week 2 July 24 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objectives: 1 & 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	20%	10	5			25	15		
Listening Objective: 3 Outcomes: 3.1, 3.2, 3.3, 3.4	30%			20	20			30	10
Reading Objectives: 1 & 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	30%	20	20					Part A: 10 Part B: 15	10
Writing Objective: 2 Outcomes: 2.1, 2.2, 2.3	20%			15	10			20	10
	100%		25%		30%		15%		30%
Progress report issued by mid-June									
Progress report issued September									

2021 HSC assessment schedule for the Continuers course in Vietnamese

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4 Week 6 November 21 2020		Task 2 Term 1 Week 6 March 6 2021		Task 3 Term 2 Week 7 June 5 2021		Task 4 - Trial Term 3 Week 2 July 24 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objectives: 1 & 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	20%	10	5			25	15		
Listening Objective: 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%			20	20			30	10
Reading Objectives: 1, 2 & 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%	20	20					Part A: 20 Part B: 10	10
Writing Objective: 2 Outcomes: 2.1, 2.2, 2.3	20%			15	10			15	10
	100%		25%		30%		15%		30%
Progress report issued by mid-June									
Progress report issued September									

2021 HSC assessment schedule for the [Language] in Context course in Chinese, Japanese and Korean

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1		Task 2		Task 3		Task 4 - Trial	
		Term 4 Week 6 November 21 2020	Mark	Term 1 Week 6 March 6 2021	Mark	Term 2 Week 7 June 5 2021	Mark	Term 3 Week 2 July 24 2021	Mark
Speaking Objective: 1 Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	25%	10	10			25	15 Personal investigation		
Listening Objectives: 2 & 3 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	25%			20	15				10
Reading Objectives: 2 & 3 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	25%	20	15					50 Responding to text	10
Creating texts Objective: 2 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5	25%			20	15			25	10
	100%		25%		30%		15%		30%
Progress report issued by mid-June									
Progress report issued September									

2021 HSC assessment schedule for the [Language] and Literature course in Chinese and Korean

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4 Week 6 November 21 2020		Task 2 Term 1 Week 6 March 6 2021		Task 3 Term 2 Week 7 June 5 2021		Task 4 - Trial Term 3 Week 2 July 24 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objective: 1 Outcomes: 1.1, 1.2, 1.3,	10% Internal assessment only	10	10						
Listening Objectives: 3 & 4 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	20%			20	10			10	10
Reading Objectives: 3 & 4 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	40%					30	30	10	10
Writing Objectives: 2 & 4 Outcomes: 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3	30%			20	20			25	10
	100%		10%		30%		30%		30%
Progress report issued by mid-June									
Progress report issued September									

HSC languages study guide

Study technique

You've probably heard that you should "study smarter, not harder" for your HSC – but what does that look like? Here are some of our favourite 'smart' study techniques for language students:

1. Learning reflections

Reflecting on your learning helps you to make important connections with the content and allows you to identify areas you may need more support in. Learning reflections can be creative and tailored to what works for you – you can use a journal or a word document, add photos or pictures, and more!

2. Flashcards

Flashcards are a great tool for practicing vocabulary! You could use hand written ones, or try an online app. Make different sets for each theme in the syllabus and practice them with your friends.

3. Practice Exams

Completing practice exams is one of the best ways to prepare for your HSC. Try doing one section at a time and then work your way up to completing the whole exam in one go. Ask your teacher to mark it and provide feedback, or mark your own using the HSC marking centre guidelines. You can download past exams from the NESA website.

General study tips

1. Download the syllabus and organise your notes according to the themes or topics listed.

2. Organise your notes electronically so that you can always edit and add as you go.

Typing up your notes is another opportunity to revisit the course content, and it's always useful to have an electronic copy. This will allow you to add images or hyperlinks to your note, and quickly edit or add further information where necessary.

3. Practise completing past HSC papers within the time frame of the exam.

Practise practise practise! It's okay to attempt the same exam or section more than once. Time yourself, record your times, and always read back through your answers and make notes about how you could improve your response.

4. Make sure you have a dictionary and that you know how to use it.

You can bring monolingual and/or bilingual print dictionaries to your exams.

5. Refer to the 'Glossary of key words'.

These words appear frequently in examination questions so it is important to have an understanding of what they are asking you to do. We've included the table below, but the glossary is also available on the NESAs website.

Key word	Definition (what you have to do)
Account	Account for: state reasons for, report on Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Speaking study tips

1. Organise your vocabulary lists.

Sort your vocabulary lists by syllabus topic or theme. Make sure to add any unfamiliar words to your vocabulary lists and use them in a sentence.

2. Ask your teacher for a list of possible questions and write out sample responses for each question.

3. Create a list of linking words and expressions to help you sound more natural.

4. Practise clear pronunciation and intonation.

A good trick is to practise your sample responses in front of a mirror. You could also record yourself speaking and then listen back to it.

5. Find a native speaker to converse with.

You might come across informal expressions or colloquial speech in the exam, so having a bit of practice with a native speaker helps.

Listening study tips

1. Listen to news, podcasts or radio stations in your target language.

Listen to the audio and get a family member or friend to ask you questions about the piece to test your comprehension. You can find some good audio at *SBS Radio in Your Language*. Spotify is also a great place to check for songs or podcasts.

2. Download the audio from past HSC papers and do practice exams.

Look at the marking guidelines and sample answers to see what mark you would have received. You can also ask your teacher to mark it and provide feedback.

3. Add any unfamiliar words in past HSC papers to your vocabulary list.

Reading study tips

1. Read as much as possible, look for articles that interest you on the internet.

Read news articles or blogs in your target language and practice summarising the key points.

2. Add any new words to your vocabulary list.

3. Read for understanding.

Try to understand the main messages and keywords in the text but don't stress if you don't understand every single word.

Writing study tips

1. Know your text types.

Refer to the text type list in the syllabus and make sure you have a sample response for each text type and the features it should include.

2. Go through the grammar lists and make sure you understand when to use each structure.

Make flashcards of each grammar structure to practise!

3. Keep a diary or a writing journal and ask your teacher for feedback.

Useful links

NESA homepage	educationstandards.nsw.edu.au/wps/portal/nesa/home
Past HSC exam papers	educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers
Languages Stage 6	educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages
Student guide	educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide
HSC syllabus documents	educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z
NESA dates and events	educationstandards.nsw.edu.au/wps/portal/nesa/11.../key-dates-exam-timetables
Standards packages	arc.nesa.nsw.edu.au/go/hsc/std-packs/
Assessment Resource Centre	arc.nesa.nsw.edu.au/go/hsc
Language and Literature course	educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/literature/course-descriptions

Band Performance descriptors for every language course can be found on NESA's website under the syllabus of the corresponding language.

Checklist of student responsibilities

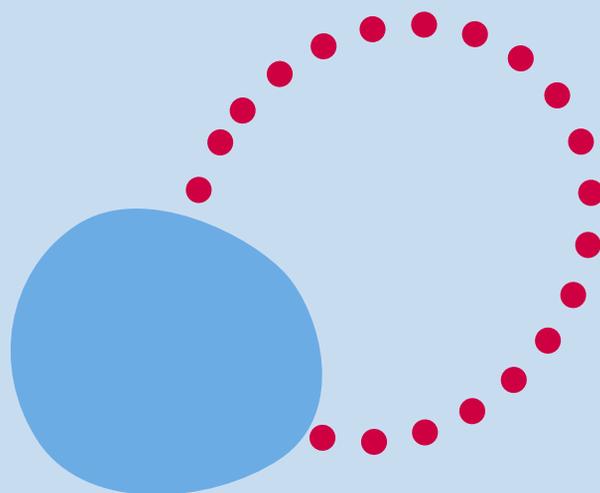
- I acknowledge, by signature and date, that I have received and read the Assessment Schedule and Policy.
- I will attend regularly, punctually and complete all assessment tasks. The calendar is provided in advance to allow for planning ahead appropriately.
- I will keep a record of assessment marks and ranks.
- For a missed task, I will complete the Request for Consideration form, with appropriate supporting documentation, to apply for late submission. This must be presented to the Centre Supervisor on the first Saturday you return after your absence or beforehand if the absence was known in advance. If your absence extends beyond the date of the assessment task, you must provide verbal advice to the Centre Supervisor on any additional Saturday of absence. On the first Saturday you return, you must provide independent evidence to cover the assessment task date and any additional Saturday date/s of absence.

Student full name: _____

SSCL centre: _____ Teacher: _____

Student signature: _____

Date signed: _____ / _____ / _____



Saturday School of Community Languages

2021 Higher School Certificate Languages Assessment Guidelines

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September 2020