



Education  
Public Schools

## Saturday School of Community Languages

Connection Diversity Excellence

# 2019 HSC Assessment Policy and Procedures

for the following languages:

- Arabic Continuers and Extension**
- Armenian CCaFL Continuers**
- Chinese in Context**
- Chinese and Literature**
- Croatian CCaFL Continuers**
- Filipino CCaFL Continuers**
- Hindi CCaFL Continuers**
- Hungarian CCaFL Continuers**
- Italian Continuers**
- Japanese in Context**
- Japanese in Literature**
- Khmer CCaFL Continuers**
- Korean in Context**
- Korean in Literature**
- Macedonian CCaFL Continuers**
- Maltese CCaFL Continuers**
- Modern Greek Continuers and Extension**
- Persian CCaFL Continuers**
- Polish CCaFL Continuers**
- Portuguese CCaFL Continuers**
- Punjabi CCaFL Continuers**
- Russian CCaFL Continuers**
- Serbian CCaFL Continuers**
- Spanish Continuers and Extension**
- Turkish CCaFL Continuers**
- Vietnamese Continuers**

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2018-19 Schedule of Assessment Tasks

*Extracts from the NSW Education Standards Authority (NESA) syllabus documents*

- Guide to internal and external assessment
- Copy of the SSCL Schedule of Assessment Tasks

*(a separate SSCL Schedule of Assessment will be given to students for their signature)*

## Principal's Message

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

It is essential that students, parents and caregivers are familiar with the assessment policy, procedures and requirements that are outlined in this booklet. Completion of all tasks is vital if you are to reach your goals and gain the best possible result in your Higher School Certificate.

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 Higher School Certificate. Your classroom teacher and the centre executive team are available to assist you if you have any concerns. They will provide you with the necessary support if you are experiencing any problems that may affect your studies.

I would like to wish you the very best in the 2019 Higher School Certificate and I hope that you experience success in your future aspirations.

Ms Cate Chapple  
Acting Principal

## SATURDAY SCHOOL OF COMMUNITY LANGUAGES HSC Assessment Policy and Procedures – 2018-2019

**The purpose of HSC assessment** is to measure a student's performance and progress in relation to the stated outcomes of the course over an extended period and across a wider range of course objectives than can be assessed in a single examination. In some subjects, aspects of the course are to be assessed but not examined at the HSC (e.g. Chinese and Literature speaking skills).

### Development of Tasks

All tasks are set and developed by accredited teachers at the SSCL and are original. No previous HSC or Trial Examination papers, in full or in part are used. All students receive marking guidelines and on completion of tasks, comprehensive and quality feedback.

**Assessment marks** will be moderated by the NSW Education Standards Authority (NESA) according to the examination results of students in the external examination, i.e. adjusted for each subject group based on the group's performance relative to that of other students across the state.

**Ranking of assessment marks:** When all tasks have been completed, the school-based assessment rank will be provided to students. The final school-based assessment mark is not available to students.

When all HSC examinations have been completed, NESA will provide students on their Website, via Students Online, with a record of the ranks in all courses for which they are entered.

**HSC results:** Students will receive for each course an external examination mark and a moderated school-based assessment mark in December 2019. These will be reported separately on the Higher School Certificate and together make up the final HSC mark for the course.

Go to the NESA website: [Guide for Students in Years 10 to 12](#) for further information  
For information on a specific languages' syllabus go to the following link: [Languages Stage 6](#)

### Schedule of Assessment Tasks

The Saturday School of Community Languages (SSCL) calendar of assessment tasks and dates is on page set out at the back of this policy statement. This schedule will be followed as published unless there are exceptional circumstances. On release of the HSC Oral Examination dates if a SSCL assessment task clashes with a HSC oral examination for the same course, students will receive a new schedule containing the revised date.

If it is impossible, or of disadvantage to students, to proceed with a task on the scheduled date, for example, the specific centre is not accessible on the date set for the assessment task, **two weeks' notice** of the revised date will be given. Also, 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 from the relevant syllabus.

### Marks and Ranks

**The marked assessment task** will be returned to students **showing the mark** and students can keep an accurate record of accumulating rank as well as marks received over the assessment period. Space has been provided on the assessment schedule for recording marks received.

**Any queries about a task mark** must be made on the day when the task is handed back. Once the correct mark has been recorded, it cannot be questioned or be the reason for an appeal. All marking of examinations follow the marking guidelines. Students will be given accurate and thorough feedback on each assessment task. Students should speak to the Curriculum Coordinator at the centre if they have any issues regarding the process of the assessment marking.

**Missed task:** If an assessment task is missed (or if it has not been submitted by the due date) and the student has not provided a valid reason e.g. a medical certificate, a mark of zero may be awarded.

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.

### Request for consideration:

1. Students who know in advance they will be absent for a task must inform the Centre Supervisor **in writing** (where possible) as soon as they are aware of the impending absence.
2. 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* form to apply for a late submission (see sample immediately following the Assessment Policy and Procedures - 2019).
3. **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 provide verbal advice about the extended absence. On the first Saturday of their return, additional independent evidence e.g. a medical certificate, to cover the additional date/s of absence must be presented to the Centre Supervisor.
4. In all cases appropriate documentation must be provided and the matter discussed with the Centre Supervisor. Students who miss tasks because of illness must provide a medical certificate which includes the actual Saturday date/s.

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 NESAs Assessment Certification Examination (ACE) 11003 Procedures for lodging an appeal*). A proforma for this purpose is included following 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 NESAs Assessment Certification Examination (ACE) 11004 Unacceptable grounds for appeal).*

**Failure to complete tasks:** If a student fails to complete assessment tasks worth more than 50% of available marks, the Centre Supervisor will not certify that the course has been satisfactorily studied. In such a case the student will not be eligible to sit for the HSC examination in that course.

### Malpractice in Assessment Tasks

*What is Malpractice or Cheating in HSC assessment?*

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.

- **Assessment Task Flow Chart:** Students should read the chart closely in order to understand the steps involved in the assessment process and 'N' Award (Non Award) determinations.
- **Review of final assessment ranking:** When students receive their final assessment rankings, if they consider that their rank in a particular course is incorrect, they are able to request a review of assessment procedures by the Principal, Saturday School of Community Languages and further by NESA 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.

### CHECK LIST OF STUDENTS' RESPONSIBILITIES

1. Acknowledge, by signature and date, that you have received and read the Assessment Schedule and Policy.
2. Attend regularly, punctually and complete all assessment tasks. The calendar is provided in advance to allow for planning ahead appropriately.
3. Keep a record of assessment marks and ranks.
4. For a missed task, 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.

**Note:** HSC Languages examinations are not conducted at SSCL Centres. The Written exams take place at the students' home schools or local examination centres. The Speaking exams are held at central locations determined by NESA. Information will become available through NSW Schools Online and NSW Students Online.

### Assessment and the HSC

In the HSC, the assessment mark provided by the school makes up 50% of the final HSC mark. Both the assessment mark and the HSC exam mark are also shown separately on the Higher School Certificate.

A number of principles apply to the tasks which make up the assessment program for any course.

1. Assessment tasks and HSC exams will be **standards-referenced**.  
What does this mean?
  - Results will depend on students' achievement in relation to predetermined standards and NOT on achievement relative to other students.
  - 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.
  - 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. Assessment tasks are designed to measure performance covering a wider range of outcomes than may be tested in the HSC examination, therefore, assessment tasks will not all look the same as HSC questions.
3. Students will be informed in advance of:
  - the dates of each Assessment Task
  - the type of skill involved in the task
  - the syllabus outcomes for each task
  - the marking criteria which will be used
  - the value of each task within the whole HSC program (its weighting).

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. Students will be given feedback on their performance in assessment tasks.
5. The HSC TRIAL 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.
6. 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 their website.

<http://educationstandards.nsw.edu.au>

Students should also refer to [Students Online](#) and the 2019 HSC Rules and Procedures Guide. This guide must be read by all students entered for an HSC course. Rules for the HSC are the same for the Saturday School of Community Languages as for all other schools.

**Summary of Internal and External HSC Assessment for the *Continuers Course* in Arabic, Italian, Modern Greek and Spanish**

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

<b>External examination</b>	<b>Mark</b>
<b>Written examination</b> <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 One extended response question	15
<i>Section III – Writing in [Language]</i> One short-answer question	5
Candidates answer one extended response alternative	10
<b>Oral Examination</b>	20
	<b>100</b>

**Summary of Internal and External HSC Assessment for the *Extension Course* in Arabic, Italian, Modern Greek and Spanish**

<b>Internal examination</b>	<b>Mark</b>
Text analysis Objectives 2	20
Writing skills Objective 1	20
Speaking skills Objectives 1	10
	<b>50</b>

<b>External examination</b>	<b>Mark</b>
Response to prescribed text 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
<b>Oral Examination</b>	10
	<b>50</b>

**Summary of Internal and External HSC Assessment for the CCaFL *Continuers Course* in Armenian, Croatian, Filipino, Hindi, Hungarian, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Tamil and Turkish**

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

<b>External examination</b>	<b>Mark</b>
<b>Written examination</b> <i>Section I – Listening and Responding</i> Part A Short-answer and objective response questions	15
Part B Short-answer and objective response questions 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 Candidates answer one question from two to four options	20
<b>Oral Examination</b> Conversation Discussion	10 15
	<b>100</b>



### Summary of Internal and External HSC Assessment for the *Continuers Course* in Vietnamese

Internal examination	Mark
Listening Objective 3	30
Reading Objectives 1, 2 and 3	30
Writing Objective 2	20
Speaking Objectives 1 and 4	20
	<b>100</b>

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

### Summary of Internal and External HSC Assessment for the [Language] in Context *Course* in Chinese, Japanese and Korean

Internal examination	Mark
Listening Objectives 2 & 3	25
Reading Objectives 2 & 3	25
Creating texts Objective 2	25
Speaking Objective 1	25
	<b>100</b>

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

**Summary of Internal and External HSC Assessment for the [Language] and Literature Course in Chinese, Japanese and Korean**

<b>Internal examination</b>	<b>Mark</b>
Listening Objectives 3 and 4	20
Reading Objectives 3 and 4	40
Writing Objectives 2 & 4	30
Speaking Objective 1	10
	<b>100</b>

<b>External examination</b>	<b>Mark</b>
<i>Section I – Listening and Responding</i> Part A One question containing short-answer and/or objective response parts	10
Part B One extended response question	10
<i>Section II – Reading and Responding</i> Part A One question containing short-answer parts One extended response question	40
Part B One extended response question	15
<i>Section III – Writing in [Language]</i> Candidates answer one extended response question	25
	<b>100</b>



**REQUEST FOR CONSIDERATION FORM**

STUDENT'S NAME \_\_\_\_\_

LANGUAGE \_\_\_\_\_ CLASS \_\_\_\_\_

TEACHER'S NAME \_\_\_\_\_

NATURE OF ASSESSMENT TASK \_\_\_\_\_  
(Listening and Responding, Speaking, Reading and Responding, Writing)

DUE DATE OF TASK \_\_\_\_\_

DATE THAT TASK WILL BE COMPLETED \_\_\_\_\_

REASON FOR ABSENCE \_\_\_\_\_

(Provide sufficient information to support your case for consideration to sit for the task or a substitute task or to gain an extension)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MEDICAL CERTIFICATE FROM: \_\_\_\_\_ (Name of doctor)  
OR NATURE OF OTHER INDEPENDENT EVIDENCE

**\*Complete relevant section overleaf**

STUDENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PARENT'S/CAREGIVER'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

TEACHER'S COMMENT \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

CENTRE EXECUTIVE RECOMMENDATION:

COMMUNICATED TO STUDENT AND PARENT/CAREGIVER: \_\_\_\_\_

SUPERVISOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## SATURDAY SCHOOL OF COMMUNITY LANGUAGES

The Saturday School of Community Languages, in line with the N procedures, advises that students should attend examinations and submit assessment tasks unless it is considered detrimental to their health. Students who are unwell or experience misadventure must seek independent medical advice either immediately before or after each task OR examination AND present this medical certificate to the Centre Supervisor on their first Saturday back at school.

**The person completing Section A or B must NOT be related to the student.**

Independent evidence of illness – complete Section A.

Independent evidence of misadventure – complete Section B.

### Section A

#### Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations / meetings relating to this illness:

Please describe how the student's condition/symptoms could affect their examination performance. *(If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)*

Any other comments or information which may assist in the assessment of the student's appeal. *(If there is not enough space, please attach additional sheet/s.)*

**Please note that any fee for providing this report is the responsibility of the student.**

Name of doctor or other health professional providing this information:

Profession:

Place of work/organisation:

Address:

Contact Phone:

Date:

### Section B:

#### Independent evidence of misadventure: to be completed by a relevant person such as a police officer or a counsellor

Date of misadventure event:

Were you a witness to the event? Yes / No If No, how did you obtain the evidence you are providing?

Are you known to the student? Yes / No If Yes, nature of relationship:

Description of event:

Name:

Profession:

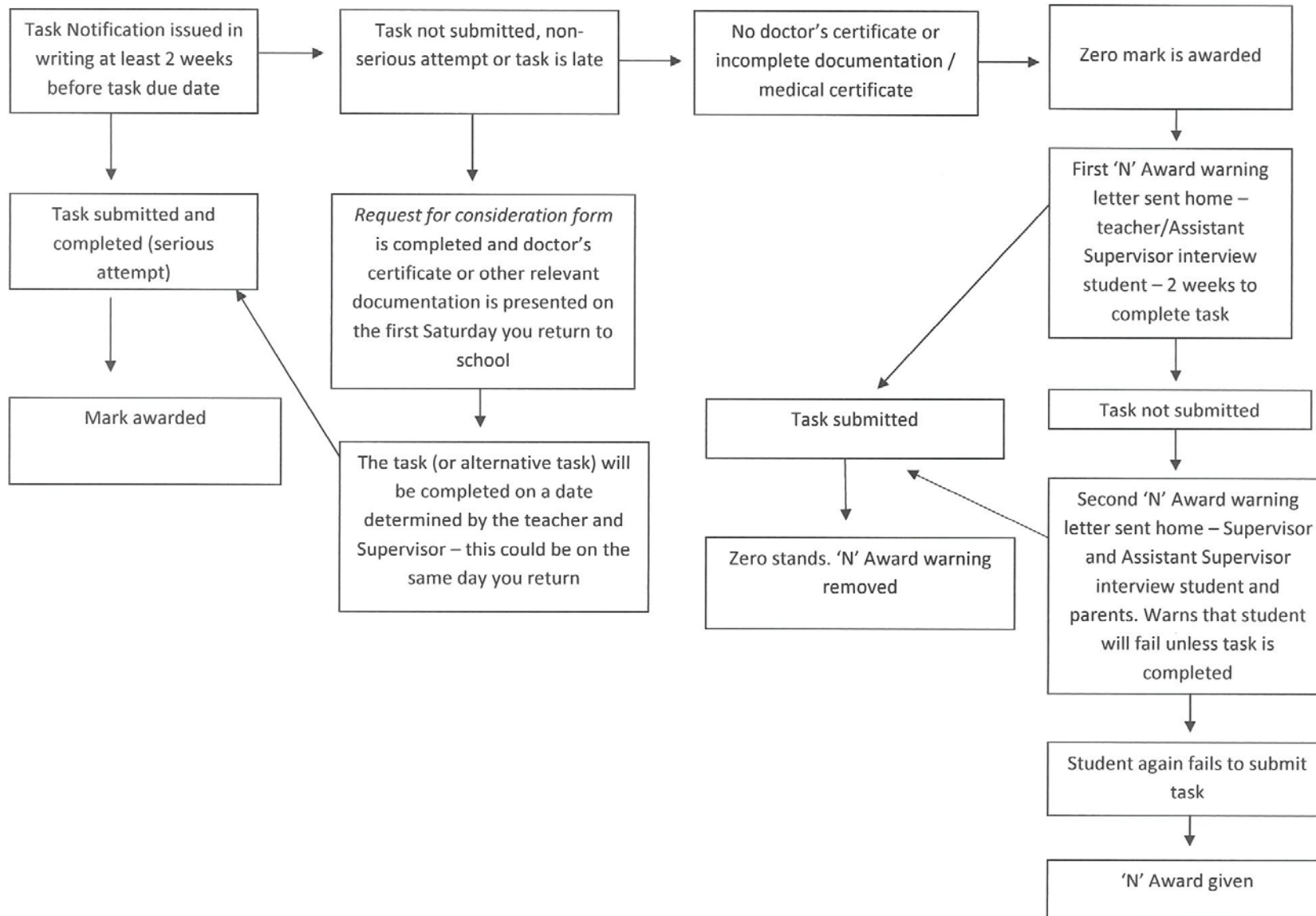
Place of work / organisation:

Address:

Contact Phone:

Date:

## ASSESSMENT TASK FLOW CHART



Saturday School of Community Languages  
**HSC Course Assessment Schedule Year 12, 2019**  
**Continuers courses**  
**Arabic, Italian, Modern Greek, Spanish**

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4, 2018 Week 6 November 24		Task 2 Term 1, 2019 Week 6 March 9		Task 3 Trial Term 2, 2019 Week 4 May 25		Task 4 Trial Term 3, 2019 Week 1 July 27	Progress report issued by mid-June	Progress report issued September
		Weighting	Mark received	Weighting	Mark received	Weighting	Mark received			
<b>Speaking</b> <i>Objectives 1 &amp; 4</i> Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	<b>20</b>	5				15 (HSC mark: 20)				
<b>Listening</b> <i>Objective 3</i> Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<b>30</b>			20				<b>10</b> (HSC mark: 25)		
<b>Reading</b> <i>Objectives 1,2&amp;3</i> 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	<b>30</b>	20						<b>10</b> (HSC mark: Part A: 25 Part B: 15)		
<b>Writing</b> <i>Objective 2</i> Outcomes: 2.1, 2.2, 2.3	<b>20</b>			10				<b>10</b> (HSC mark: 15)		
	<b>100%</b>	<b>25%</b>		<b>30%</b>		<b>15%</b>		<b>30%</b>		

Saturday School of Community Languages

**HSC Course Assessment Schedule Year 12, 2019**

**Extension courses**

**Arabic, Italian, Modern Greek, Spanish**

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 1, 2019 Week 8 March 23		Task 2 Term 2, 2019 Week 5 June 1		Progress report issued by mid-June	Task 3 Trial Term 3, 2019 Weeks 2 & 3 August 2 & 10		Progress report issued September
		<u>Weighting</u>	<u>Mark received</u>	<u>Weighting</u>	<u>Mark received</u>		<u>Weighting</u>	<u>Mark received</u>	
<b>Speaking Objective 1</b> Outcomes: 1.1, 1.2	<b>20%</b>	10					<b>10</b> (HSC mark: 10)		
<b>Text analysis Objective 2</b> Outcomes: 2.1, 2.2, 2.3	<b>40%</b>			30			<b>10</b> (HSC mark: Part A: 15 Part B: 10)		
<b>Writing Objective 1</b> Outcomes: 1.1, 1.2	<b>40%</b>	20		10			<b>10</b> (HSC mark: 15)		
	<b>100%</b>	<b>30</b>		<b>40</b>			<b>30%</b>		

Saturday School of Community Languages

**HSC Course Assessment Schedule Year 12, 2019**

**CCAFL Continuers courses**

**Armenian, Croatian, Filipino, Hungarian, Hindi, Khmer, Hungarian, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Tamil, Turkish**

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4, 2018 Week 6 November 24		Task 2 Term 1, 2019 Week 6 March 9		Task 3 Trial Term 2, 2019 Week 4 May 25		Task 4 Trial Term 3, 2019 Week 1 July 27		Progress report issued September
		<u>Weighting</u>	<u>Mark received</u>	<u>Weighting</u>	<u>Mark received</u>	<u>Weighting</u>	<u>Mark received</u>	<u>Weighting</u>	<u>Mark received</u>	
<b>Speaking Objectives 1 &amp; 4</b> Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	<b>20</b>	5				15 (HSC mark: 25 Conv: 10 Disc: 15)				Progress report issued by mid-June
<b>Listening Objective 3</b> Outcomes: 3.1, 3.2, 3.3, 3.4	<b>30</b>			20				10 (HSC mark: 30)		
<b>Reading Objectives 1 &amp; 3</b> Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	<b>30</b>	20						10 (HSC mark: Part A: 10 Part B: 15)		
<b>Writing Objective 2</b> Outcomes: 2.1, 2.2, 2.3	<b>20</b>			10				10 (HSC mark: 20)		
	<b>100%</b>	<b>25%</b>		<b>35%</b>		<b>15%</b>		<b>30%</b>		



Saturday School of Community Languages  
**HSC Course Assessment Schedule Year 12, 2019**  
**Vietnamese Continuers**

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4, 2018 Week 6 November 24		Task 2 Term 1, 2019 Week 6 March 9		Task 3 Trial Term 2, 2019 Week 4 May 25		Task 4 Trial Term 3, 2019 Week 1 July 27	
		Weighting	Mark received	Weighting	Mark received	Weighting	Mark received	Weighting	Mark received
<b>Speaking</b> <i>Objectives 1 &amp; 4</i> Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	<b>20</b>	5				15 (HSC mark: 25)			
<b>Listening</b> <i>Objective 3</i> Outcomes: 3.1, 3.2, 3.3, 3.4	<b>30</b>			20				10 (HSC mark: 30)	
<b>Reading</b> <i>Objectives 1,2&amp;3</i> Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	<b>30</b>	20						10 (HSC mark: Part A: 20 Part B: 10)	
<b>Writing</b> <i>Objective 2</i> Outcomes: 2.1, 2.2, 2.3	<b>20</b>			10				10 (HSC mark: 15)	
	<b>100%</b>	<b>25%</b>		<b>30%</b>		<b>15%</b>		<b>30%</b>	

Progress report issued by mid-June

Progress report issued September

Saturday School of Community Languages

HSC Course Assessment Schedule Year 12, 2019  
 [Language] in Context courses  
 Chinese, Japanese, Korean

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4, 2018 Week 6 November 24		Task 2 Term 1, 2019 Week 6 March 9		Task 3 Trial Term 2, 2019 Week 4 May 25		Task 4 Trial Term 3, 2019 Week 1 July 27	
		Weighting	Mark received	Weighting	Mark received	Weighting	Mark received	Weighting	Mark received
<b>Speaking Objective 1</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	25	10				15 personal investigati on (HSC mark:25)			
<b>Listening Objectives 2 &amp; 3</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	25			15				10 (HSC – responding to text mark: 50)	
<b>Reading Objectives 2 &amp; 3</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	25	15						10 (HSC – responding to text mark: 50)	
<b>Creating Texts Objective 2</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5	25			15				10 (HSC mark: 25)	
	<b>100%</b>	<b>25%</b>		<b>30%</b>		<b>15%</b>		<b>30%</b>	

Progress report issued by mid-June

Progress report issued September

Saturday School of Community Languages

**HSC Course Assessment Schedule Year 12, 2019**

**[Language] and Literature Courses**

**Chinese, Japanese, Korean**

Skill components and outcomes assessed (Refer to Syllabus)	Weightings (Syllabus)	Task 1 Term 4, 2018 Week 6 November 24		Task 2 Term 1, 2019 Week 6 March 9		Task 3 Term 2, 2019 Week 4 May 25		Task 4 Trial Term 3, 2019 Week 1 July 27	
		<u>Weighting</u>	<u>Mark received</u>	<u>Weighting</u>	<u>Mark received</u>	<u>Weighting</u>	<u>Mark received</u>	<u>Weighting</u>	<u>Mark received</u>
<b>Speaking</b> <i>Objectives 1</i> Outcomes: 1.1, 1.2, 1.3	<b>10</b> (Internal assessment only)	10							
<b>Listening</b> <i>Objectives 3 &amp; 4</i> Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	<b>20</b>			10				10 (HSC mark: Part A: 10 Part B: 10)	
<b>Reading</b> <i>Objectives 3 &amp; 4</i> Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	<b>40</b>					30		10 (HSC mark: Part A: 40 Part B: 15)	
<b>Writing</b> <i>Objectives 2 &amp; 4</i> Outcomes: 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3	<b>30</b>			20				10 (HSC mark: 25)	
	<b>100%</b>	<b>10%</b>		<b>30%</b>		<b>30%</b>		<b>40%</b>	

Progress report issued by mid-June

Progress report issued September