



Spanish Continuers

Stage 6

Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

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

2 Introduction to Spanish in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is modern standard Spanish. Spanish is a Romance language derived from the Vulgar Latin brought to western Europe by the Romans. Its development reflects the history of the Iberian peninsula, with its most notable influences being Greek and Arabic, the latter having contributed some thousands of words of vocabulary.

In the fifteenth century, as a result of the arrival of the Spaniards in the Americas, Spanish continued to develop as it adapted to the influences of indigenous languages.

The maintenance of modern standard Spanish is now the joint responsibility of the Real Academia of each of the countries in which Spanish is an official language. The linguistic integrity of the Spanish language is maintained with the acknowledgment of significant variations between countries, regions and social groups. These variations are phonetic, morphological, syntactic and semantic in nature and do not constitute dialects. However, a number of other languages are spoken in Spanish-speaking countries, with some, such as Basque, Catalan, Galician in Spain, and Guaraní in Paraguay, sharing official language status.

2.2 Description of Target Group

The *Spanish Continuers Stage 6 Syllabus* is designed for the student who, typically, will have studied Spanish for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

The study of Spanish contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Spanish-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The Spanish language is spoken by over 300 million people, is one of five official languages of the United Nations and one of the three of the European Union. Spanish is the official language of Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain (including Ceuta and Melilla in North Africa), Uruguay and Venezuela. After Chinese and English, Spanish is the most spoken language worldwide. It is a significant and important language of the Pacific Rim of nations and the Asia–Pacific Economic Cooperation (APEC) forum. It is the second most spoken language of the United States of America, with approximately 40 million US citizens having Spanish

as their first language. It is one of the six working languages of the Olympic movement as established in the Olympic Charter. Regionally, there are still about three million speakers of Spanish in the Philippines and Guam. Nationally, there are approximately 100,000 Australians of Hispanic cultural heritage, who use Spanish as their primary means of communication. Spanish is the primary language of the eighth most significant group of non-English background speakers and a language of particular importance to Australia's international trade and commerce.

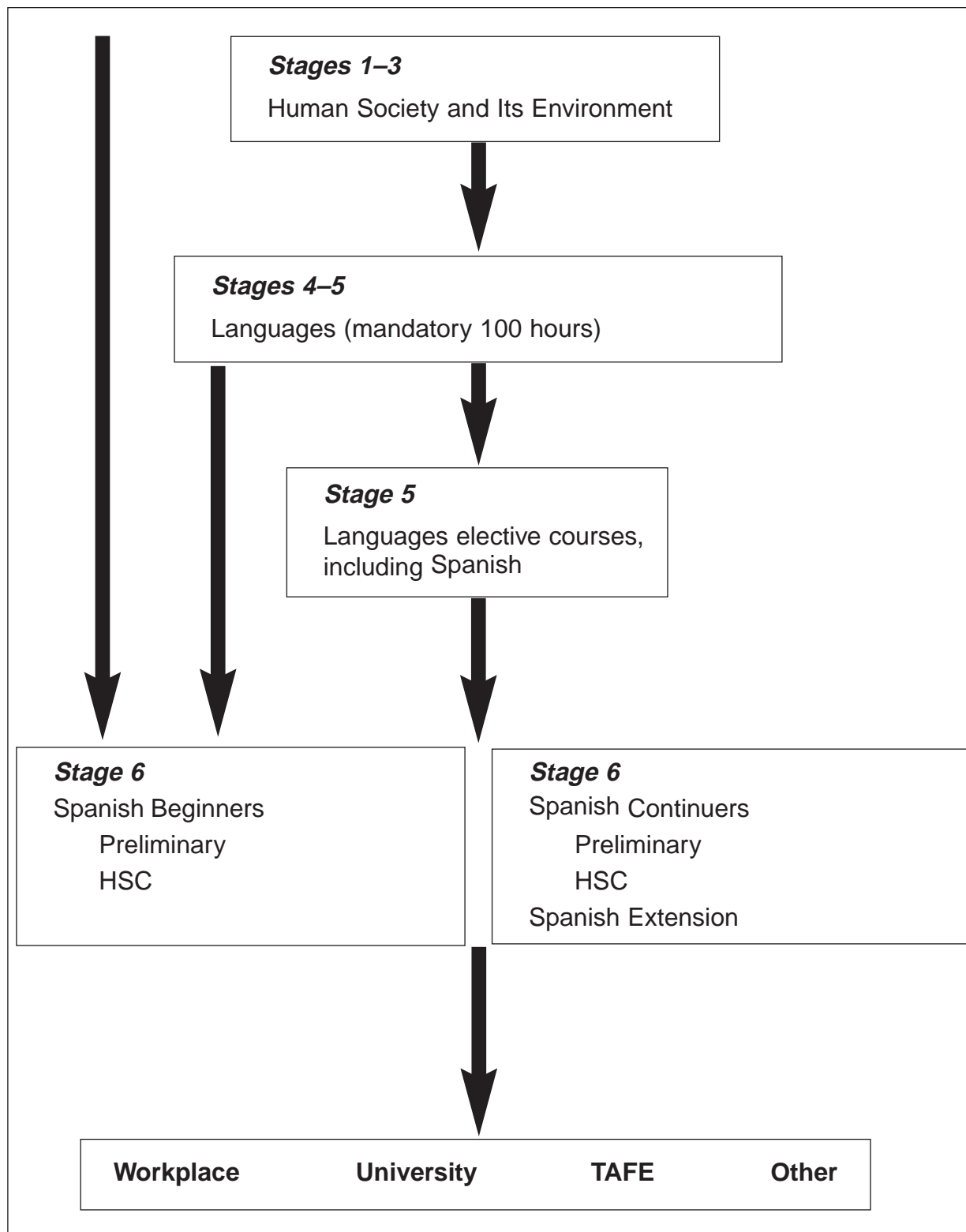
Furthermore, the Federal Government, in its National Languages Policy, has acknowledged the international socioeconomic, cultural and political importance of Spanish through its inclusion in the 12 priority languages targeted for promotion nationally.

The Spanish-speaking nations are highly regarded in many fields, such as literature, art, music, dance, theatre, film, history, architecture and gastronomy, which are accessible to both the Spanish-speaking and non Spanish-speaking people of Australia.

Spanish-speaking residents of Australia make a significant contribution to the economic, political, intellectual, cultural and social affairs of the nation. Their participation at every level of society enriches the quality of life and diversity of experiences for all Australians.

The ability to communicate in Spanish may, in conjunction with other skills, provide students with enhanced vocational opportunities. There is a growing need for speakers of Spanish in educational, commercial, diplomatic and cultural fields, both locally and globally. Speakers of Spanish are a national resource, which ensures Australia's active and effective participation in the international arena.

3 Continuum of Learning for Spanish Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Spanish.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Spanish builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Spanish at Continuers level with the option of an Extension course. Students may also begin the study of Spanish in Stage 6.

4 Aims

The aims of the syllabus are to develop students':

- ability to use Spanish to communicate with others
- understanding and appreciation of the cultural contexts in which Spanish is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Spanish and English and/or other languages
- cognitive, learning and social skills
- potential to apply Spanish to work, further study, training or leisure.

5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Spanish

Objective 2 – express ideas through the production of original texts in Spanish

Objective 3 – analyse, process and respond to texts that are in Spanish

Objective 4 – understand aspects of the language and culture of Spanish-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Spanish and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Spanish will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Spanish-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Spanish and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Spanish-speaking communities will develop further.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

| Objectives | Outcomes |
|---|--|
| The student will: 1. exchange information, opinions and experiences in Spanish | The student: 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 on known topics 1.4 reflects on aspects of past, present and future experience |
| 2. express ideas through the production of original texts in Spanish | 2.1 applies knowledge of language structures to create original text # 2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future 2.3 structures and sequences ideas and information |
| 3. analyse, process and respond to texts that are in Spanish | 3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information 3.2 summarises, interprets and evaluates information |
| 4. understand aspects of the language and culture of Spanish-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 |

written or spoken text created by students incorporating their own ideas

7.2 Key Competencies

Spanish Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Spanish Continuers syllabus to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency ***solving problems***.

8 Content of Spanish Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Spanish-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Spanish. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Spanish-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as current issues and youth issues.

8.1.1 Table of Themes and Topics

| Theme: the individual | Theme: the Spanish speaking communities | Theme: the changing world |
|--|--|--|
| Topics: <ul style="list-style-type: none"> personal identity, eg: <ul style="list-style-type: none"> self, family and friends my home, surroundings and community daily routine personal memories education and future aspirations, eg: <ul style="list-style-type: none"> school life skills/abilities growing up leisure and interests, eg: <ul style="list-style-type: none"> sports/hobbies keeping fit/healthy feelings, opinions, attitudes and preferences | Topics: <ul style="list-style-type: none"> travel and tourism, eg: <ul style="list-style-type: none"> requesting passports/visas, getting there organising accommodation and meals planning an itinerary travelling around significant sights and places of interest lifestyles, eg: <ul style="list-style-type: none"> socialising leisure pursuits food/drink significant festivals and celebrations cultural diversity † traditions † arts and entertainment, eg: <ul style="list-style-type: none"> significant people and their contributions to music, sport, art, theatre, film, literature | Topics: <ul style="list-style-type: none"> the world of work, eg: <ul style="list-style-type: none"> careers/occupations advertisements, applications, interviews duties and responsibilities equality in the workplace † current issues, eg: <ul style="list-style-type: none"> unemployment † technology † equality † environment † prominent people and events † youth issues, eg: <ul style="list-style-type: none"> relationships health drugs, alcohol, tobacco |

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Spanish-speaking communities — underlies the study of all the themes and topics.

8.1.2 Texts

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Spanish in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Spanish or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

8.1.3 Vocational Education and Training

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 22.

8.2 Tasks

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

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

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary and may include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.3 Text Types

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which students may be expected to produce in the external examination. Teachers may introduce students to a wider range of text types in the course of their teaching and learning program.

| | | |
|---------------|--------------------|-----------------------|
| advertisement | form | play |
| announcement | formal letter | poem |
| article | informal letter* | postcard* |
| chart | interview | recipe |
| conversation* | list | recount* |
| description* | message*/note* | report* |
| dialogue | narrative account* | song |
| diary entry* | news item | speech/talk (script)* |
| documentary | notice | table/timetable |
| e-mail*/fax* | novel/short story | |
| film | personal profile* | |

8.4 Vocabulary

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

8.4.1 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). Further information is also provided in the External Examinations section in this syllabus.

8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Spanish through prior knowledge or study of Spanish.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying Spanish in a Continuers course are expected to recognise and use.

| Grammatical item | Sub-elements | Example(s) |
|------------------|--|---|
| Articles | definite indefinite the form <i>lo</i> + adjective to express abstract ideas omission of article (eg with profession) | <i>el, la, los, las</i> <i>un, una</i> <i>lo mejor de esta idea</i> <i>soy estudiante</i> |
| Nouns | gender number | <i>gata, gato</i> <i>autos, mesas, clases</i> |
| Adjectives | demonstratives possessives interrogatives descriptive apocopated (shortened) | <i>este, ese, aquel</i> <i>mí, tu, su, nuestro, vuestro</i> <i>¿qué, ¿cuántos?, ¿cuál?</i> <i>es una mujer rica.</i> <i>buen/gran/mal/algún</i> |
| Numerals | cardinal ordinal | <i>uno, dos, tres...</i> <i>primero, (el primer año)... (1-10)</i> |

| Grammatical item | Sub-elements | Example(s) |
|------------------|--|--|
| Pronouns | <p>personal: subject</p> <p>direct object</p> <p>indirect object</p> <p>double object</p> <p>reflexive</p> <p>prepositional</p> <p>possessives</p> <p>demonstratives</p> <p>relatives</p> <p>position in relation to an imperative mood</p> | <p><i>yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas, ustedes</i></p> <p><i>me, te, lo, la, nos, os, los, las</i></p> <p><i>me, te, le, nos, os, les</i></p> <p><i>nos lo trae hoy</i></p> <p><i>me levanto</i></p> <p><i>viene con él</i></p> <p><i>aquellos libros son tuyos</i></p> <p><i>prefiero aquéllas</i></p> <p><i>la casa que compré</i></p> <p><i>antes de terminarlo</i></p> <p><i>llámame</i></p> |
| Verbs | <p>infinitives</p> <p>progressive tenses</p> <p>use of: <i>ser, estar, saber, conocer, poder, tener, hacer, gustar, haber, faltar, parecer, importar</i>, idiomatic and special uses</p> <p>indicative mood:</p> <p>present</p> <p>present continuous</p> <p>preterite</p> <p>perfect</p> <p>future</p> <p>imperfect</p> <p>conditional</p> <p>subjunctive mood:</p> <p>present</p> <p>imperfect †</p> <p>pluperfect †</p> <p>impersonal</p> <p>imperative mood:</p> | <p><i>viajar, aprender, vivir</i></p> <p><i>el niño está cruzando la calle.</i></p> <p><i>la niña estaba leyendo la revista.</i></p> <p><i>hablo, abro, vivo</i></p> <p><i>estoy bailando con ella</i></p> <p><i>hablé, comí, escribí</i></p> <p><i>he cantado, han llegado</i></p> <p><i>hablaré, comeré, reiré</i></p> <p><i>hablaban, comían, iban</i></p> <p><i>cantaría, bebería, saldría</i></p> <p><i>hable, coma, diga</i></p> <p><i>ojalá que lo haya hecho</i></p> <p><i>hubiera/hubiese dicho</i></p> <p><i>aquí se habla español</i></p> <p><i>¡házlo ahora mismo!</i></p> <p><i>¡sentoas!</i></p> |

† receptive use

| Grammatical item | Sub-elements | Example(s) |
|-------------------------|--|---|
| Adverbs | regular forms - formation. common irregular forms | <i>fácil, fácilmente bien, mal, tan, cuán</i> |
| Prepositions | simple compound articulated contracted verbs follow by prepositions <i>por</i> <i>para</i> | <i>por la tarde iré a la cafetería delante de la casa conmigo fuimos al baile empezó a llover vino por el médico compré la flor para ella</i> |
| Conjunctions | all commonly used <i>y/e/o/u</i> | <i>y, ni, o, sin embargo, o sea, es decir etc madre e hijas, plata u oro</i> |
| Negatives | common negative words double negation | <i>nadie, nada, nunca, ni...ni, ningún, tampoco no hablo con nadie</i> |

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

10 Post-school Opportunities

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

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

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

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

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

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

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

Recognition by TAFE NSW

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

11 Assessment and Reporting

11.1 Requirements and Advice

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

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

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

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

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

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

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

11.2 Internal Assessment

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

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 26. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

11.3 External Examinations

In Spanish Stage 6, the external examination consists of an oral examination and a written examination. The specifications for the examination in Spanish Stage 6 begin on page 27.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

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

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

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 26.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

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

11.5 Assessment Components, Weightings and Tasks

Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

| Component | Weighting | Suggested tasks |
|--|-----------|---|
| Speaking (Objectives 1 and 4) | 20 | listening and reading comprehensions, oral presentations, conversations, written observations, interviews, video analyses, observations, questionnaires, discussions, letters, diary entries, notes and reports |
| Listening and responding (Objective 3) | 30 | |
| Reading and responding (Objectives 1 and 3) | 40 | |
| Writing in Spanish (Objective 2) | 10 | |
| Marks | 100 | |

HSC Course

The internal assessment mark for Spanish Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of tasks.

| Component | Weighting | Suggested tasks |
|--|-----------|--|
| Speaking (Objectives 1 and 4) | 20 | conversations, discussions, role-plays, interviews, oral presentations |
| Listening and responding (Objective 3) | 25 | listening comprehensions, letters, videos, songs, film analyses, discussions, interviews |
| Reading and responding (Objectives 1 and 3) | 40 | reading comprehensions, questionnaires |
| Writing in Spanish (Objective 2) | 15 | diary entries, notes, written observations, questionnaires, written reports |
| Marks | 100 | |

One task may be used to assess several components. It is suggested that 3–5 tasks be sufficient to assess the HSC course outcomes.

11.6 HSC External Examination Specifications

The external examination consists of:

- an oral examination
- a written examination.

Oral Examination (approximately 10 minutes)

Conversation

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Spanish. It relates to Objective 1.

Specifications

The examination consists of a general conversation between the student and the examiner. The conversation will be about the student's personal world, for example their life, family and friends, interests and aspirations.

Written Examination (3 hours, including 10 minutes reading time)

The student is able to use monolingual and/or bilingual print dictionaries in the written examination.

Section I: Listening and responding

Purpose

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English or Spanish, as specified, to questions on this information. The questions may require the student to identify information related to the context, purpose and audience of the text.

Specifications

The texts in this section will be related to the themes prescribed in the syllabus.

The student hears seven to ten texts in Spanish covering a number of text types. The total listening time, for one reading of all the texts without pauses, will be approximately 7–8 minutes.

Some texts will be short; that is, one reading of each text may be approximately 35–45 seconds. Some texts may be longer; that is, one reading of each text may be up to 60 seconds in length. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types such as completing a table, chart, list or form, or responding to multiple-choice items, that will require a response in Spanish or English as specified, or responding to open-ended questions, that will require a response in English.

Questions will be phrased in English for responses in English or Spanish as specified.

Section II: Reading and responding

Purpose

Section II of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise and/or evaluate information from texts.

In Part B, the student will be expected to demonstrate both an understanding of a written text, and the ability to exchange information, by responding in Spanish to information provided in the text.

Specifications

Section II of the written examination has two parts, Part A and Part B. The texts in both parts will be related to the themes prescribed in the syllabus.

Part A

The student will be required to read two texts in Spanish of 500–600 words in total. Questions on the texts will be phrased in English, for responses in English.

Part B

The student will be required to read a short text in Spanish of approximately 150 words, such as a letter, message, advertisement or notice.

The student will be required to exchange information in response to questions, statements, comments and/or other specific items provided in the text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of 150–200 words in Spanish.

The task will be phrased in English, for a response in Spanish.

Section III: Writing in Spanish

Purpose

Section III of the written examination is designed primarily to assess the student's ability to express ideas through the production of original texts in Spanish. It relates to Objective 2.

Specifications

The student will be required to respond to two tasks, graded in difficulty. The tasks will involve presentation of ideas and/or information and/or opinions. The tasks will require different kinds of writing: the first will be informative or descriptive and the second will be reflective, persuasive or evaluative, and could require the student to explain or justify a point of view. There will be a choice of questions for each task. The tasks will be related to the themes prescribed in the syllabus. Tasks will accommodate a range of student interests and will be set to ensure they:

- have different purposes, audiences and contexts
- require different text types (see table of text types for productive use).

The student will be expected to write two responses of 100–150 words each in Spanish.

The tasks will be phrased in English, for a response in Spanish.

11.7 Summary of Internal and External Assessment

| Internal Assessment | Weighting | External Assessment | Weighting |
|--|-----------|--|-----------|
| Speaking (Objectives 1 and 4) | 20 | <ul style="list-style-type: none"> • An oral examination consisting of: <ul style="list-style-type: none"> – Conversation • A written examination consisting of: <ul style="list-style-type: none"> – Listening and responding – Reading and responding | 20 |
| Listening and responding (Objective 3) | 25 | | 25 |
| Reading and responding (Objectives 1 and 3) | 40 | | 25 |
| Writing in Spanish (Objective 2) | 15 | | 25 |
| | | Part A | 15 |
| | | Part B | 15 |
| | | – Writing in Spanish | 15 |
| Marks | 100 | Marks | 100 |

11.8 Summary of Examination Specifications

| | |
|-------------------------------------|---|
| Oral Examination | Time allocation – approximately 10 minutes |
| Conversation | Objective 1 Weighting – 20% |
| Written Examination | Time allocation – 3 hours (including 10 minutes reading time) |
| Section I: Listening and responding | Objective 3 Weighting – 25% <ul style="list-style-type: none">seven to ten texts in Spanish with responses in English or Spanish as specified |
| Section II: Reading and responding | Objectives 1 and 3 Part A Weighting – 25% <ul style="list-style-type: none">two texts in Spanish with responses in English Part B Weighting – 15% <ul style="list-style-type: none">one text in Spanish with response in Spanish |
| Section III: Writing in Spanish | Objective 2 Weighting – 15% <ul style="list-style-type: none">two original texts to be written in Spanish |

11.9 Criteria for Judging Performance

Oral Examination

Conversation

When judging performance in the oral examination, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to maintain a conversation (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- variety and appropriateness of vocabulary and sentence structures.

Written Examination

Listening and responding

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately.

Reading and responding

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

Part A

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately;

Part B

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures.

Writing in Spanish

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses.

11.10 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.