



SCL

Secondary
College of
Languages

2025 HSC Assessment Policy

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Principal's message

Welcome to the Secondary College of Languages (SCL) and congratulations on your decision to continue studying your heritage language in Year 12. It will be a busy but exciting 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 SCL 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.

There are four key elements to success in senior schooling:

- **Consistency:** Regularly complete classwork and homework with diligence.
- **Application:** Stay focused, use skills to expand knowledge, and complete all tasks.
- **Attitude:** Maintain a positive approach to school and weekly learning.
- **Attendance:** Be present at school every Saturday.

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 the Campus executive team are available to assist you if you have any concerns. They will provide you with the necessary support if you are facing challenges that may affect your studies.

I would like to wish you the very best in the 2025 Higher School Certificate and I hope that you experience success in your future aspirations.

Sana Zreika

Principal

Higher School Certificate

HSC requirements and eligibility

To be eligible for the award of the NSW Higher School Certificate (HSC), students must comply with the entry requirements, course restrictions, and the rules and procedures determined by the NSW Education Standards Authority (NESA).

In addition, students must comply with the SCL'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 qualification considered satisfactory by NESA
- have attended an 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 in a pattern of study required by NESA, including the completion of the Preliminary course or other qualification considered satisfactory by NESA
- 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 SCL 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, with due warning:

- 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 complete components of their coursework, or they fail to complete a significant proportion of class work 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 complete the set work.

In the SCL context, it is essential to maintain a **satisfactory attendance record** to meet course requirements.

Non-attendance is regarded seriously by Campus Supervisors who will give students early warning of the consequences of non-attendance. Students who have missed coursework due to non-attendance will be issued with an official warning letter outlining outcomes, tasks and/or participation in class activities to be completed by the student.

Oral examinations

For some Language courses, students are required to complete an oral component as part of the HSC examination.

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**.

Disability provisions

NESA governs Disability Provisions for the HSC examinations and the SCL is responsible for determining and approving adjustments for all school-based assessment tasks. Disability Provisions are made for students with a disability that affects their ability to make a fair attempt in examinations or assessment tasks.

The SCL will endeavour to apply the Disability Provisions approved by the weekday school for each student. **The student and the weekday school are responsible for providing documentation to the SCL regarding NESA approval for Disability Provisions.** In the HSC Course, the SCL Principal may request evidence that a Disability Provisions application has been submitted AND that formal approval has been granted by NESA.

School-based assessment

The purpose of school-based assessment 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 the HSC external examination
- multiple measures and observations, giving students credit for what they have achieved throughout their language course, in addition to the external examination.

For most Board Developed Courses, school-based assessment makes up 50% of the final HSC mark and is shown on each student's Record of Achievement.

NESA determines the mandatory course components. The SCL will follow NESA's school-based assessment settings for number, type and weighting of each course.

For further information, refer to the NSW curriculum website at curriculum.nsw.edu.au.

Assessment tasks

Types of tasks

Each course requires students to complete a number of assessment tasks, in order to demonstrate satisfactory application and completion. These tasks are set out in the respective course assessment schedules.

Students may also be required to complete set class/course-based tasks which do not contribute to their formal assessment program. Tasks that do not contribute to the final assessment are designed to prepare students for the HSC external examinations.

Students must complete all required tasks in each course (not just the formal assessment tasks) if they wish to qualify for the award of the HSC. Other tasks are equally important as the formal tasks because they consolidate knowledge, understanding and skills in each course.

Number of assessment tasks

At SCL there will be four formal assessment tasks for each 2-unit Board Developed Course. This is in line with NESA's Stage 6 Assessment and Reporting guidelines. Final assessment of student achievement is completed in Term 3 of the HSC year in all subjects. This allows time for final appeals to be considered and assessment marks to be finalised by campuses. NESA may advise schools to make adjustments under challenging circumstances (for example COVID-19). The school will advise students if changes to schedules are made.

Trial HSC examination

Year 12 students will undertake one formal written examination as part of their assessment program. This examination will be similar in format to 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 examination. 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.

Performance Bands and supporting documents that include specimen examination questions and past HSC examinations are available on the NESA website.

For more information on the process and procedures for Stage 6 Assessment in Schools please refer to the NSW curriculum website at curriculum.nsw.edu.au/.

Nature of HSC assessment tasks

The assessment schedule incorporates tasks which are based on the objectives and outcomes set out in the syllabus for each course.

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

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

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

Assessment tasks are designed to discriminate between students, provide a rank order of students, and highlight relative achievement gaps between students. It is important that teachers are able to ensure that the work submitted by each student is all their own work, and that the proportion of contribution of each student in a group is recognised and marks allocated accordingly.

HSC assessment is standards-referenced, which means that student achievement is linked to specified standards which are based on syllabus outcomes. HSC performance band descriptions clearly describe what students typically know and can do at each level of achievement in a course.

Results depend on a student's achievement in relation to the standards and NOT on achievement relative to other students.

The SCL will provide NESA with a mark for each course that a student undertakes. 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 NESA 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 student 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 SCL is not changed.

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

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 students' performances against the standards of the course. The SCL 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.

General rules for examinations and assessment

Examination conditions will apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. 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 and, in their bags, behind their chairs, (or preferably secured at home or the front office) while sitting an examination OR an in-class assessment task.
- Students should ensure they have all the necessary equipment for each examination.
- Students must ensure they have a print dictionary for the language they are studying where it is required.
- No borrowing of equipment is permitted in the examination room. All equipment is to be kept in a clear plastic sleeve – no pencil cases allowed!

During examinations

- Do not speak to any person other than a supervisor during the examination.
- Do not behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
- Do not take anything into the examination room other than the aids specified.
- Mobile phones and electronic devices are not permitted. Do not copy or plagiarise from textbooks, the internet, prepared materials or other students.
- Do not leave early during an examination.

Malpractice in assessment tasks and examinations (ACE 10.1)

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Students must complete All My Own Work and follow the principles of ethical practice to avoid malpractice. **Malpractice, including cheating, plagiarism and unauthorised use of AI, will lead to students receiving zero marks for the assessment task or examination, and an N-determination warning letter. This may place the award of the HSC in jeopardy.**

Malpractice is any activity that allows students to gain an unfair advantage over other students. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules to deliberate attempts to gain unjust advantage and involving deliberate wrongdoing. Students who knowingly assist other students in malpractice will be considered complicit in malpractice. Malpractice includes, but is not limited to:

- copying in an examination from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- buying, stealing or borrowing another person's work and presenting it as their own
- using information from the internet or elsewhere (e.g., books, journals, DVDs), and not acknowledging the source
- using an artificial intelligence source that suggests or completes assessment responses. Examples of artificial intelligence generative tools include (but are not limited to): ChatGPT, Word Tune, Grammarly, Quillbot, translation devices, snapGPchat, Jasper, AI Art generator or any other software, aps or programs that use AI. If AI is detected in your

assessment response, you will be subject to sanctions under the Student Misconduct Rule.

- breaching school examination rules
- using non approved aids in an examination (for example accessing a dictionary where no dictionaries are allowed)
- helping someone else cheat or engage in malpractice
- giving false reasons for not handing in tasks by the due date.

The above are examples of malpractice and are not exhaustive. The principal or principal's delegate may determine if an act performed by the student is deemed as malpractice. NESA has a Register of Malpractice in HSC Assessment Tasks, where schools submit information on students where malpractice has occurred, the type of offence and the penalties applied. This record is then kept and maintained by NESA. Serious and deliberate acts of malpractice amount to corruption and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

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. Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI (see [ACE 10.1](#)). All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work. Cheating in an HSC assessment task is a serious offence.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Assessment – Malpractice (10.1)

Misrepresentation

9. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

10. Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

11. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

12. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

13. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

14. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

15. Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

14. All students undertaking an **HSC exam** must comply with the assessment conditions set by NESA.

15. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

16 A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

17. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Our responsibilities

Assessment practices

For each language course, the SCL 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 are determined by the school. This means that teachers will:

- conduct assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- inform students in writing of assessment requirements before the commencement of the HSC course, including the outcomes to be assessed, the number of tasks, mark values, types of tasks, marking criteria (where appropriate) and timing
- develop quality assessment tasks and marking criteria
- ensure that students are given the required advance notice of each task (at least 14 calendar days, notice) with clear instructions and expectations, including the format required (for example, electronic submission) and whether receipt is to be formally acknowledged
- maintain a register of all assessment tasks that acknowledges the receipt of the assessment notification, submission of the assessment task and the return of the assessment task
- maintain records of marks awarded to each student for all assessment tasks
- provide students with feedback on their performance in each assessment task, and indicate the student's marks in the task, relative to the outcomes
- provide students with their final assessment rank
- consistently follow NESA rules and guidelines for school-based assessment, including non-completion of tasks, absence from tasks, late submission of tasks due to illness or misadventure, malpractice, and procedures for appeal.

Assessment schedules

The SCL's calendar of assessment tasks and dates can be found in the Assessment Schedule section of this booklet. The schedule will be followed as published unless there are exceptional circumstances which require the schedule to be adjusted.

Any changes to the schedule of assessment requires prior approval from the SCL Principal. If there is an SCL assessment task that clashes with an HSC oral examination for the same course, students will receive a new assessment schedule with the revised date.

Assessment task weightings

The SCL will follow NESA's weightings for the different components, that is, the course knowledge, understanding and skills, to be assessed. The table of weightings is included in the syllabus for the relevant course. The SCL will use these weightings in calculating assessment marks.

Assessment notifications (ACE 2.1)

Through an **'assessment task notification'** students will be informed at least two weeks (14 calendar days) in advance of the:

- date and time for attempting or submitting each assessment task
- length of task
- type of skill involved in the task
- syllabus outcomes relevant to the task
- marking criteria (where appropriate)
- components and weightings of each task within the whole HSC assessment program.

Approval from the SCL Principal is required for change of date of an assessment task. If a change of date is required, written notification will be provided to students. An updated assessment schedule noting the change will be provided to students.

It is a general rule that whenever students are absent on a Saturday, it is their responsibility to ensure that they know what work has been missed and to catch up on that work. **The same rule applies if students are absent when the written notification of an assessment task is issued. It is the student's responsibility to check Canvas and acknowledge that they have received and read their notification.** No automatic extension is granted to students who are absent on the day the notification of the task is issued.

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

Marks

Students will receive the **marked assessment task showing the mark relative to the outcome and feedback on their performance**. Students can keep an accurate record of the marks received over the assessment period. Students can record marks after each assessment task on their SCL Assessment schedule. Students will also be provided with their final assessment rank.

If students are concerned about their assessment task mark, they must speak to the Supervisor on the day when the task is returned to them. Once the correct mark has been recorded, students cannot submit another appeal. All marking of tasks and examinations follow the marking guidelines, and the criteria set out on the Notice of Assessment shared on Canvas with students 14 days prior to the assessment task/examination.

Students will receive accurate and thorough feedback on each assessment task. Students should speak to their Campus Supervisor if they have any issues regarding the marking process of the assessment task.

Assessment rules & procedures

Missed assessment tasks

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

Late arrival to assessment tasks or examinations

Students **arriving late** to an assessment task or examination without a valid reason will complete the task/examination in the time remaining. Students late to an examination where circumstances were outside of their control, or they are not in a fit state to sit an examination are to see the Campus Supervisor before entering the examination hall/venue. Students are advised to apply for illness/misadventure using the relevant the Request for Consideration form included in this booklet.

Extraordinary circumstances

In the event of extraordinary circumstances that prevent an individual and/or group of students from completing a task at a campus, the SCL Principal may give approval for the task to be completed at a later date, with at least **two weeks' notice (14 calendar days)** of the revised date, either on campus or through alternate arrangements made with the weekday school where possible.

Late enrolment

In the event of late enrolment after the course has commenced, the SCL Principal will determine the date and format of any prior assessment tasks that the student is required to complete. Please refer to individual Course Assessment Schedules.

Non-serious attempts

Students must attempt each task to the best of their ability. 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 and an official warning letter will be issued.

Invalid tasks

In rare circumstances, if a task is found to be invalid at the discretion of the Principal, students will be informed in writing by the Campus Supervisor. The Principal may determine that the weighting of the task will be reduced, and a replacement task added with weightings adjusted accordingly. A minimum of two weeks' notice will be given for the additional task.

Technological failure

Students are solely responsible for maintaining backups of all personal data files, independent of the SCL's computers and network. Technology and computer problems (e.g., broken computer, faulty USBs, printing issues, submission issues) will not be accepted as valid excuses for late submission of work.

An extension may be granted if students can provide independent evidence of the technological failure, such as attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries, or if a Request for Consideration is completed and submitted to the Campus Supervisor with all supporting evidence attached. The Assessment Review Panel will determine the appeal, in consultation with the respective Campus Supervisor. No further appeal will be considered after determination.

Official warning letters: 'N' Determination (ACE 4.2.2)

NESA has delegated to principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA. Principals therefore will determine if there is sufficient evidence that each student has applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course.

Students undertaking the HSC Course must make **a genuine/serious attempt** to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course, regardless of whether or not these tasks contribute to the final assessment mark.

Attendance is an integral part of satisfactorily completing a course. Students must make a

serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete course requirements.

If at any time it appears that a student is at risk of being given an 'N' Determination (non-completion of course requirements) in any course, the Supervisor must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences for HSC eligibility if an 'N' Determination in a course has been issued. The Supervisor must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- advise the parent or guardian in writing
- request from the student or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the first letter is not effective; and
- retain copies of the warning notice(s) and other relevant documentation.

Note: The warning letter is designed to give the student the opportunity to redeem themselves. The letter will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student **must comply** with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision will override the warning letter for that task.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' Determination and advise NESA. An 'N' Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

Appeals

Applying for illness and misadventure provisions (ACE 9.1)

Illness/misadventure provisions exist to support students when their performance in an assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's actual task performance, applications must relate to illness or misadventure suffered **immediately before or during** the task that has affected the student's performance in the task. The assessment review panel may consider exceptional circumstances.

Applications may be in respect of:

- illness or injury: that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task.
- misadventure: that is, any other event beyond the student's control which affects the student's performance in the task (e.g., the recent death of a family member or friend, or an exceptional circumstance).

Reasons likely to be **unsuccessful** include:

- holidays
- routine medical or dental appointments
- driving tests
- part-time work commitments and
- routine sporting commitments.

The SCL's illness/misadventure procedures aim to replicate the NESA process for HSC examinations. NESA will not uphold an Illness/Misadventure Application if the reason for absence is not considered to be sufficiently serious.

The SCL does not expect you to attend Campus to complete or submit an assessment task against specific medical advice. If you cannot attend Campus because of illness or misadventure, you must follow the SCL's Illness/Misadventure Procedures.

Students who miss a task due to illness, an emergency or other extraordinary circumstance must make every effort to contact the Campus before classes begin on the Saturday. They must contact the Campus either by phone or email before 9am. They **must** then see the Campus Supervisor on the first Saturday of their return, before attending class, to submit a completed Request for Consideration form with evidence explaining their absence.

If the student's absence extends beyond the date of the assessment task, the student must contact the Campus 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 Campus Supervisor.

All applications for illness or misadventure must be submitted on a Request for Consideration form.

When completing a Request for Consideration form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

Please note: The form must be submitted to the Campus Supervisor/ Assistant Supervisor on the first day of the student's return. The form may be accessed online on the SCL website.

It is very important to provide evidence with your application. If possible, this should be from an independent source (that is, the person providing the evidence is not related to you in any way and is not a friend or work colleague of your parents). You should seek evidence on the same day, either immediately before or after the assessment task for which you are applying.

The documentation you provide must be current, specific to the date and time of the assessment task and submitted with the application form.

A medical certificate that includes the date of the task is always required to support an Illness/Misadventure Application due to illness.

A medical certificate that merely states you were unfit for work/study may not be sufficient and more information may be required by the Principal/ Principal's delegate, including 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 the student's performance in the assessment task.

The medical certificate must be completed by a medical practitioner registered with the Australian Health Practitioner Registration Agency (AHPRA). This can be checked via www.ahpra.gov.au.

For more information, refer to NESA Assessment Certification Examination (ACE) 11003

Procedures for Lodging an Appeal.

Note:

- There is no guarantee that an application for illness/misadventure will be approved.
 - 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.
- Students who miss a task and fail to provide documentation will be given a zero mark for the task and an official warning letter will be issued.
 - Students must be prepared to sit for the missed task on the first day of return to classes.

Outcome of illness/misadventure application (ACE 2.1)

After an application for illness or misadventure has been approved by the SCL Campus Supervisor, the Assistant Supervisor and teacher may:

- provide an extension of time to complete the original assessment task, if it does not compromise the validity of the task or
- arrange for the student to attempt a **substitute task**

If the application is declined, one of two outcomes may then occur in accordance with NESA rules and procedures:

- original task submitted or attempted on the **allocated date of the assessment task** – the original task will be marked with feedback provided, and this earned mark will apply; or
- original task was submitted or attempted late – the original task will be marked with feedback provided; however, a **zero mark** will be officially awarded.

Irrespective of the outcome of the illness/misadventure appeal, all students will be required to complete the task/alternative task to show evidence that the student has met the course completion requirements.

Estimated assessment mark (ACE 2.1)

If the application has been approved and it is determined that it is not possible for the student to complete the substitute task. In such exceptional circumstances, where a student cannot complete the assessment task, an estimate will be provided based on completed comparable

assessment task which contain the same or similar outcomes approved by the Principal/Principal's delegate. (rule 36)

School-based assessment task appeals procedure (ACE 2.1)

If a student and/or a parent/carer have questions or concerns relating to a marked assessment task or an assessment task for which a mark of zero has been awarded, an appeal must be made by the student to the Campus Supervisor within 7 days of notification of the mark. The Appeals form is included in this booklet.

The appeal must be based on evidence of a breakdown in process or procedure in the administration of the task or the marking processes.

The completed 'SCL Appeals form' must be submitted to the Campus Supervisor by email or in-person. Appeals are referred to the Assessment Review Panel for determination. The panel may comprise the Principal or Principal's delegates. If the appeal is upheld, the decision of the panel will override any warning letters issued for that task.

Assessment reviews and appeals for student ranking (ACE 2.1 & 2.2)

In cases where the official HSC assessment ranking differs significantly from the ranking students expected to receive for that course, NESA provisions allow for students to request a school review of the ranking in that subject. If the student is not satisfied with the result of the school review by the SCL Assessment Review Panel, they may appeal to NESA 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. Student appeals over marks allocated for an individual assessment task, must be resolved within 2 weeks of the task being returned.

Requests for review of an assessment mark

This may be based only on the following three official grounds:

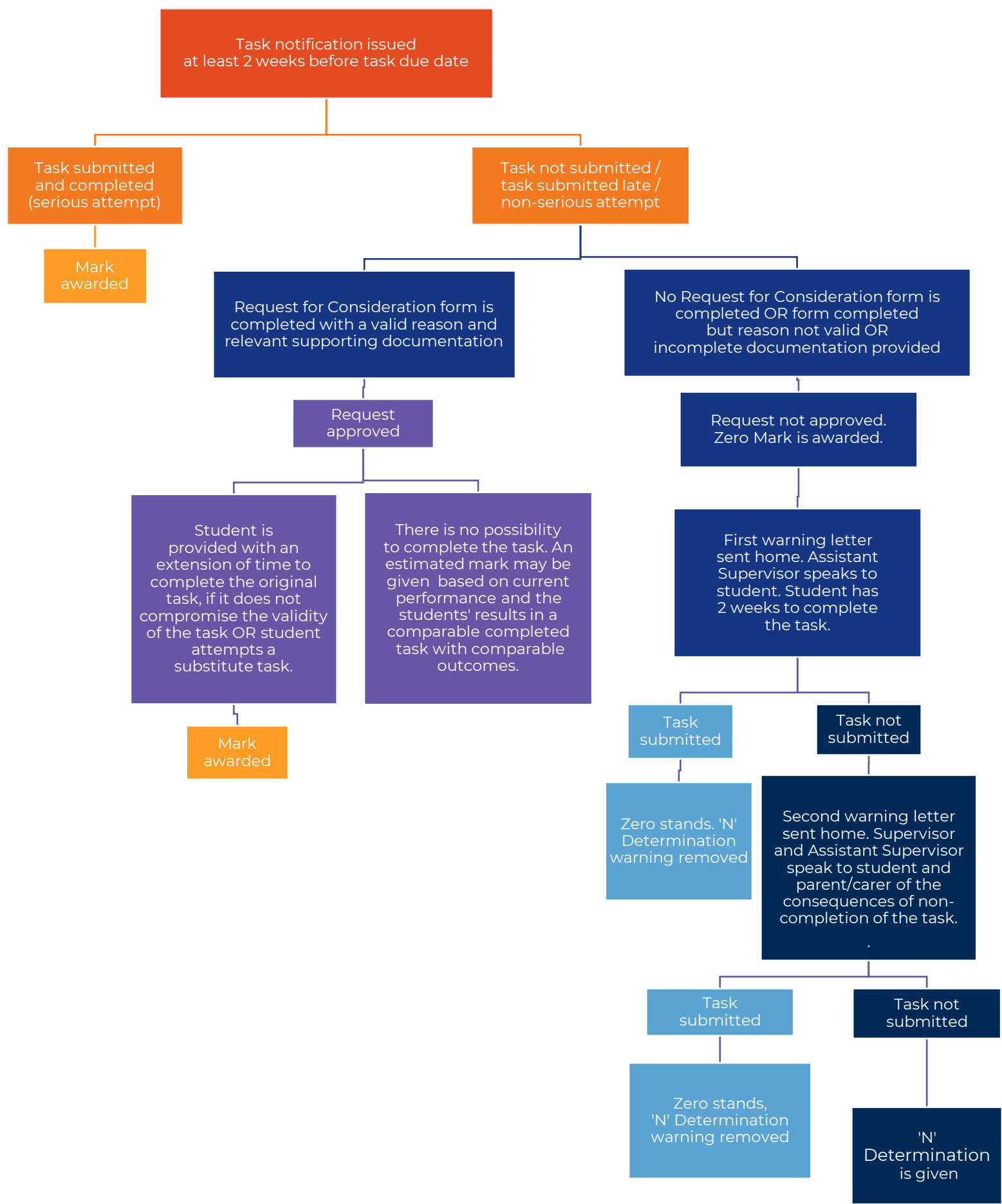
- The weightings specified by the school in its assessment program do not conform with NESA requirements as detailed in the syllabus packages

- The school's procedures for determining the final assessment mark do not conform with its stated assessment program.
- There are computational or other clerical errors in the determination of the assessment mark.

Further information on both NESA rules, requirements, and procedures and the SCL's HSC Assessment Policy may be sought from the Campus Supervisor, Campus Executive or respective class teachers. Outside the school, students can seek advice from the School-based Assessment team at NESA at (02) 9367 8451 or the NESA website at

<https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles>

Assessment task flowchart



Student work samples

The award of Stage 6 (HSC) grades places significant value on teachers' professional judgements about student achievements.

- Schools award grades based on student achievements in the Stage 6 courses they complete (except Life Skills and VET). These grades are reported on students' credentials.
- To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, Campuses are required to keep student work samples and corresponding assessment tasks for Preliminary students.
- Campuses are required to keep a minimum of two work samples representing each grade (A to E), of achievement of their Year 12 cohorts for all their HSC courses. Each of these work samples should demonstrate performance towards the latter half of the course that is typical of the student(s) awarded a particular grade (A to E) by the SCL.

Assessment schedules

2025 HSC Continuers

Arabic, Chinese, Italian, Japanese, Korean, Modern Greek and Spanish

Skill components and outcomes assessed (refer to syllabus)	Weightings (syllabus)	Task 1 Term 4 Week 6 23 November 2024		Task 2 Term 1 Week 6 8 March 2025			Task 3 Term 2 Week 7 14 June 2025		Task 4 – Trial Term 3 Week 2 2 August 2025		
		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%			Mid-year report issued	20	15%			Final report issued
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%	

2025 HSC Continuers

Vietnamese

Skill components and outcomes assessed (refer to syllabus)	Weightings (syllabus)	Task 1 Term 4 Week 6 23 November 2024		Task 2 Term 1 Week 6 8 March 2025			Task 3 Term 2 Week 7 14 June 2025		Task 4 – Trial Term 3 Week 2 2 August 2025		
		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%			Mid- year report issued	25	15%			Final report issued
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%	

2025 HSC CCAFL Continuers

Armenian, Croatian, Filipino, Hindi, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian and Turkish

Components and outcomes assessed (refer to syllabus)	Weightings	Task 1 Term 4 Week 6 23 November 2024		Task 2 Term 1 Week 6 8 March 2025		Mid- year report issued	Task 3 Term 2 Week 7 14 June 2025		Task 4 – Trial Term 3 Week 2 2 August 2025		Final report issued
		Mark	Weighting	Mark	Weighting		Mark	Weighting	Mark	Weighting	
Interacting in [Language] 1.1, 1.2	20%			15	10%		15	10%			
Analysing [Language] 2.1, 2.2, 2.3, 2.4	50%	30	30%						30	20%	
Creating meaning in [Language] 3.1, 3.2, 3.3	30%			30	20%				35	10%	
	100%		30%		30%			10%		30%	

2025 HSC Extension

Arabic, Chinese, Italian, Modern Greek and Spanish

Skill components and outcomes assessed (refer to syllabus)	Weightings (syllabus)	Task 1 Term 1 Week 8 22 March 2025		Task 2 Term 2 Week 6 7 June 2025		Mid- year report issued	Task 3 Term 3 Weeks 1/3 26 July/9 August 2025		Final report issued
		Mark	Weighting	Mark	Weighting		Mark	Weighting	
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%	

2025 HSC [Language] and Literature

Chinese and Korean

Skill components and outcomes assessed (refer to syllabus)	Weightings (syllabus)	Task 1 Term 4 Week 6 23 November 2024		Task 2 Term 1 Week 6 8 March 2025			Task 3 Term 2 Week 7 14 June 2025		Task 4 – Trial Term 3 Week 2 2 August 2025		
		Mark	Weighting	Mark	Weighting		Mark	Weighting	Mark	Weighting	
Speaking Objective: 1 Outcomes: 1.1, 1.2, 1.3	10% Internal assessment only	10	10%			Mid-year report issued					Final report issued
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%				Part A: 10 Part B: 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%			20	20%		10	10%	Part A: 40 Part B: 15	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%	

2025 HSC [Language] in Context

Chinese, Japanese and Korean

Components and outcomes assessed (refer to syllabus)	Weightings (syllabus)	Task 1 Term 4 Week 6 23 November 2024		Task 2 Term 1 Week 6 8 March 2025		Mid- year report issued	Task 3 Term 2 Week 7 14 June 2025 (Interacting)		Task 4 – Trial Term 3 Week 2 2 August 2025 (written paper)		Final report issued
		Mark	Weighting	Mark	Weighting		Mark	Weighting	Mark	Weighting	
Personal investigation LXXC6-6, LXXC6-7, LXXC6-8, LXXC6-9	20%						20	20%			
Interacting LXXC6-1, LXXC6-2	25%	15	15%				20	10%			
Processing and responding LXXC6-3, LXXC6-4, LXXC6-5, LXXC6-6, LXXC6-7	30%			15	10%				50	20%	
Composing LXXC6-8, LXXC6-9	25%	10	5%	10	10%				30	10%	
	100%		20%		20%			30%		30%	

Further information

Checklist of student responsibilities

- ☐ I acknowledge, by signature and date, that I have received and read the HSC assessment policy and HSC assessment schedules.
- ☐ I will attend regularly, punctually and complete all assessment tasks. I acknowledge that the SCL calendar is provided in advance to allow for planning ahead appropriately.
- ☐ I will keep a record of my assessment marks and ranks.
- ☐ For a missed task I will complete the Request for Consideration form with appropriate supporting documentation, following the guidelines outlined in this policy.
- ☐ For a school-based assessment task appeal I will complete the Appeal form within 7 days of notification of the mark, following the guidelines outlined in this policy.

Student full name: _____

SCL Campus: _____

Teacher: _____

Student signature: _____

Date signed: _____ / _____ / _____

Request for Consideration form



Request for Consideration form

Students who miss an assessment task due to illness or misadventure or as a planned absence must complete this form and submit it to their Campus Supervisor on the first day of their return or in the case of planned absence in advance of their absence.

Student details	
Given names:	
Family name:	
Language:	Year:
Teacher name:	

Task details	
Assessment task:	Date of task: / /
Reason for absence:	
Evidence provided:	Medical certificate Police report Signed note from parent/carers
Other (please specify)	

Student declaration	
Student signature:	Date: / /
Parent/carers signature:	Date: / /

SCL Campus Supervisor recommendation	
Recommendation:	<input type="checkbox"/> Supported <input type="checkbox"/> Not supported
Comment:	
SCL Supervisor signature:	Date: / /

Submitting a Request for Consideration

In line with NESA procedures, the Secondary College of Languages advises that students attend examinations and submit assessment tasks unless it is considered detrimental to their health. Students who are unwell must seek independent medical advice either immediately before or after each task and present a medical certificate to the centre supervisor on their first Saturday back at school. Students who experience misadventure must have a signed report of the event completed by a relevant person (such as a police officer or counsellor). The person completing Section A, B or C must NOT be related to the student.

Supporting documentation must cover the **Saturday that the assessment task was missed** by the student. Medical certificates that do not cover the appropriate dates will not be accepted as valid supporting documentation.

If students are aware of a valid reason for missing a scheduled assessment **in advance** they must notify the campus supervisor before the task, complete the form and provide evidence. Be advised that reasons not deemed appropriate may not be accepted and students must still sit the task or they will be issued with a warning for missing a task.

Section A: Illness

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

Please attach medical certificate to this application, ensuring it includes:

1. Diagnosis of medical condition
2. Details of onset of the condition
3. Date(s) and time(s) of all consultations/meetings relating to this condition
4. Description of how the student's condition/symptoms could affect their examination performance or ability to complete a task
5. Any other comments or information which may assist in the assessment of the student's appeal.

Please note that a medical certificate stating only 'illness' will not be accepted. Any fee for providing this report is the responsibility of the student. For further information refer to NESA Assessment Certificate Examination (ACE) 11003 Procedures for lodging an appeal.

or

Section B: Misadventure

Independent evidence of misadventure: to be completed by a relevant person

Please attach report to this application, ensuring it includes:

1. Date of misadventure
2. Description of event
3. Description of how the event could affect the student's examination performance or ability to complete a task
4. Any other comments or information which may assist in the assessment of the student's appeal.

The report must also indicate whether:

1. The person completing the report was a witness to the event and if not, how the person completing the report obtained the evidence they provided
2. The person completing the report is known to the student and if yes, what is the nature of their relationship.

or

Appeal form



Assessment Appeal Form

Tick either 1 or 2

- ☐ **1. Illness or Misadventure or Extraordinary Circumstances Application**
This form must be submitted to the SCL Campus Supervisor by email, as early as possible and not later than the submission date.
- OR
- ☐ **2. Appeal against a task result**
This form must be submitted to the SCL Campus Supervisor of the course by email, within 7 days of notification of the result.

Section 1: To be completed by student and SCL Campus Supervisor		
Student name:		Year:
Course:	Task no:	Submission date:
Explain the reason for this application:		
Supporting documentation must be attached (please tick)		
<input type="checkbox"/> Doctor's certificate		
<input type="checkbox"/> Other		
SCL Campus Supervisor name:		Date:

Section 2: To be completed by SCL Campus Supervisor	
<input type="checkbox"/> Extension of time without penalty	Revised submission date:
<input type="checkbox"/> Substitute task	Revised submission date:
<input type="checkbox"/> Zero mark awarded. Task to be completed for demonstration of outcomes	Revised submission date:
Explanation:	
SCL Campus Supervisor's name:	
Date:	
Right of appeal to Assessment Review Panel: A student and/or supervisor has the right to appeal this decision, within 7 days of its notification. To appeal, the student and/or supervisor must submit this form PLUS a written response stating the grounds for appeal, to the Campus Supervisor. The decision of the panel is final.	

Section 3: To be completed by Assessment Review Panel	
Assessment Review Panel decision:	
<input type="checkbox"/> Appeal upheld	
<input type="checkbox"/> Estimate given based on evidence	<input type="checkbox"/> Alternate task to be provided
Revised submission date:	
(The estimate will not be finalised until the end of the course based on performance across the course)	
<input type="checkbox"/> Appeal denied	
ZERO mark awarded. Task to be completed for demonstration of outcomes	
<input type="checkbox"/> Other	
Explanation:	
Signed	Date

HSC languages study guide

Speaking study tips

- Sort vocabulary lists by theme or topics.
- Add any unfamiliar words to your vocabulary lists and use them in a sentence.
- Ask your teacher for a list of possible questions and write out sample responses for each question.
- Create a list of linking words and expressions you could use to help you sound more natural.
- Practise clear pronunciation and intonation by reciting your sample responses in front of a mirror.
- Find a native speaker to converse with. You might come across information expressions or colloquial speech in the exam, so having a bit of practice with a native speaker helps.

Listening study tips

- Listen to news, podcasts or radio stations in your target language. Get a family member or friend to ask you questions about the content to test your comprehension.
- Download the audio from past papers and do practice exams. Look at the marking guidelines and sample answers to see what mark you would have received. You can ask your teacher to mark it and provide feedback.
- Add any unfamiliar words in past HSC papers to your vocabulary list.
- When answering exam questions, provide as much detail as you can but do not translate everything you hear if it is not relevant.

Reading study tips

- Read as much as possible, look for articles that interest you on the internet.
- Read news articles or blogs in your target language and practise summarising the key points.
- Add any new words to your vocabulary list.
- Try to understand the main messages and keywords in the text but don't stress if you do not understand every single word.

Writing study tips

- Refer to the text type list in the syllabus and make sure you have a sample for each text type and the features it should include.
- Go through the grammar lists and make sure you understand when to use each structure.
- Keep a diary or a writing journal and ask your teacher for feedback.
- Download past papers from the NESA website and practise answering the questions within the exam time frame.
- Read over and revise your practice answers. You can also ask your teacher for feedback.

Study techniques

Learning reflections

Reflecting on your learning helps you to make important connections with the content and allows you to identify areas where you may need more support. 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!

Flashcards

Flashcards are a great tool for practising vocabulary! You could use handwritten flashcards, or try an online app. Make different sets for each theme in the syllabus and practise them with your friends.

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

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

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 notes, and quickly edit or add further information where necessary.

Practise completing past HSC papers within the timeframe 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.

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.

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.

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

Useful links

- [NESA homepage](#)
- [Past HSC exam papers](#)
- [Stage 6 Languages](#)
- [Student guide](#)
- [HSC syllabus documents](#)
- [NESA dates and events](#)
- [Standards packages](#)
- [Assessment Resource Centre](#)
- [Language and Literature course](#)

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

Contact us

Head office

Phone: 02 7814 2115

Email: SCLanguages.School@det.nsw.edu.au

Address: 105 Phillip St, Parramatta NSW 2150

Website: sclanguages.schools.nsw.gov.au

The SCL Head office is contactable Monday to Friday during school hours throughout the school term. When enquiring about a student, please include the following information:

- student's full name
- student's weekday school
- SCL Campus the student attends
- student's year group and language course.

Say hello on social media



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We acknowledge the homelands of all Aboriginal and Torres Strait Islander peoples. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.