



Key information for CCAFL Languages Continuers Stage 6 syllabuses

- The Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Project is a national collaborative curriculum and assessment model that supports the provision of high quality languages education at the senior secondary level. It provides a common framework for syllabus development and external assessment across small candidature languages that might otherwise be unsustainable.
- In NSW, CCAFL Languages Continuers Stage 6 syllabuses are available for [Armenian Continuers](#), [Croatian Continuers](#), [Dutch Continuers](#), [Filipino Continuers](#), [Hindi Continuers](#), [Hungarian Continuers](#), [Khmer Continuers](#), [Macedonian Continuers](#), [Persian Continuers](#), [Polish Continuers](#), [Portuguese Continuers](#), [Punjabi Continuers](#), [Russian Continuers](#), [Serbian Continuers](#), [Swedish Continuers](#), [Tamil Continuers](#) and [Turkish Continuers](#).
- CCAFL Languages Continuers Stage 6 syllabuses are designed for students who typically have studied the language for at least 200 hours prior to undertaking the study of the language in Stage 6. Some students with less formal experience may also be able to successfully meet the requirements of the syllabus successfully.
- Schools and teachers use syllabuses to develop educational programs for students. CCAFL Languages Continuers Stage 6 syllabuses can be accessed on NESA's [11-12 Languages Continuers webpage](#). The Preliminary and HSC courses have prescribed concepts as their organisational focuses – identity, legacy, responsibility and sustainability. Students engage with the concepts through 8 **prescribed** topics which may be studied from a personal, community or global perspective.
- Each CCAFL Languages Continuers Stage 6 syllabus has 3 objectives. Each objective has related outcomes which summarise the associated knowledge, understanding and skills that students are expected to achieve at the end of the course.
- Students may be expected to produce the following written texts in the external examination – article, biography, blog post, email, formal/informal letter, invitation, journal/diary entry, message, notice, report, review, script of a speech, story and transcript of an interview.
- While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary relevant to the themes and topics prescribed in the syllabus.
- Students are expected to recognise and use language structures which are included in the relevant CCAFL Languages Continuers Stage 6 syllabus.
- The Assessment and reporting webpage for each CCAFL Languages Continuers Stage 6 syllabus includes the mandated course components and weightings for Year 11 and Year 12. Also refer to this document for assessment and reporting updates.

Professional learning

We offer a range of live online and face to face professional learning events throughout the year. To view any upcoming events, go to the [Languages Professional Learning calendar](#).



HSC examinations

- The HSC CCAFL Languages Continuers examination consists of a written paper worth 65 marks and an oral examination worth 15 marks.
- Students are able to use monolingual and/or bilingual dictionaries in the written examination.
- The written paper will consist of 2 sections, Section I – Responding to texts (30 marks), and Section II – Creating texts (35 marks).
- The oral examination will consist of a 10-minute discussion guided by the examiner. The student will respond to questions on 2–3 prescribed syllabus topics, one of which will be chosen by the student. The student will be required to present and substantiate opinions and ideas from personal, community and global perspectives.
- Past HSC papers by NESA, are a useful resource to help students to become familiar with the examination format and structure. Past papers for each CCAFL Languages Continuers course can be found on [NESA's website](#).

Support materials

NESA has a range of support materials on the syllabus webpage for each course.

Generic support for Stage 6 languages courses can be found on the department's [Planning, programming and assessing languages 11–12 webpage](#), including advice on developing a notice of assessment.

General HSC information

- The [NSW Education Standards Authority \(NESA\)](#) oversees the Higher School Certificate (HSC), offering resources for students on exam preparation, course selection, and academic integrity.
- The [NESA HSC glossary](#) provides teachers with guidance on how to use key terms consistently, ensuring students understand their meanings and apply them appropriately across various subjects for effective exam preparation.
- The NESA [HSC assessment moderation](#) process ensures fairness by adjusting school assessment marks based on exam results, making them comparable across schools.
- The [ACE rules](#) outline HSC school-based assessment integrity, task development, marking, appeals, and record-keeping. They cover malpractice policies, illness/misadventure procedures, task notifications, ranking, and restrictions on reporting final marks, ensuring compliance with NESA's assessment standards.
- HSC monitoring advice, Section 1.6 outlines HSC record-keeping requirements, including teaching programs, assessment documentation, interventions and work samples. Visit [Stage 6 – monitoring implementation and support](#) for more information.
- School-based assessment for the HSC contributes to a student's final mark and is designed to evaluate students' understanding and skills based on syllabus outcomes.

Contact us

If you would like further information or support, please email LanguagesandCulture@det.nsw.edu.au or reach out to our team via the Languages Statewide Staffroom by completing [this survey](#).

