

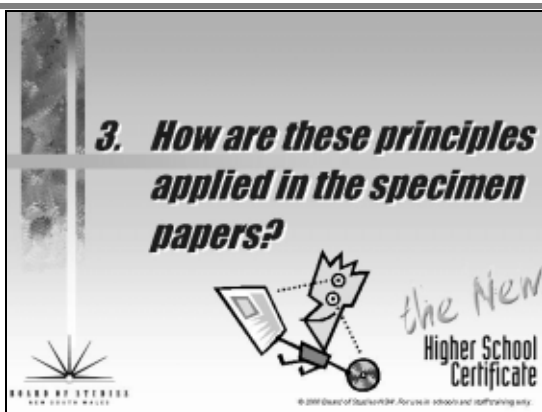
SPEAKER'S NOTES

Section Three: How are these principles applied in the specimen papers?

SLIDE

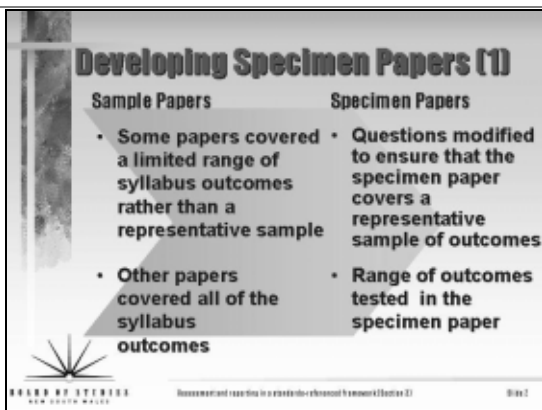
NOTES

1.



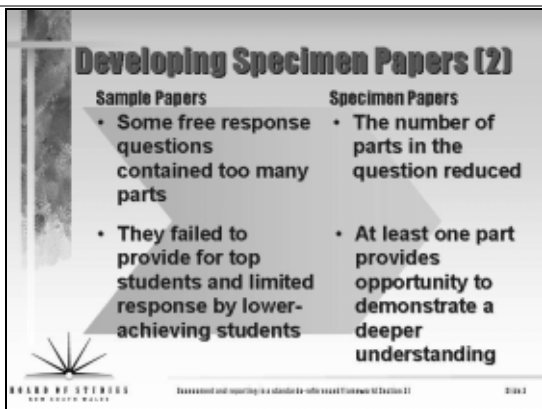
- ◆ The specimen papers for the New HSC have been derived from sample papers in the Examination, Assessment and Reporting Supplements (EARS) that were published by the Board in 1999. The specimen papers comply with the Board's principles.
- ◆ This section shows the development of the Board of Studies assessment processes in the New HSC examination.

2.



- ◆ Key change 1:
 - *Sample of outcomes:* Where there was more than one question in the paper requiring students to provide similar information or to demonstrate similar sorts of skills, questions were deleted. Replacement questions were then added to ensure that the specimen paper covered a representative sample of outcomes.
 - *Range of outcomes:* The range of outcomes tested in the specimen paper was reduced to a representative sample.

3.



- ◆ Key change 2:
 - *Multi-part questions:* The number of parts in the question was reduced so that at least one part requires candidates to demonstrate a deeper understanding of a particular concept or skill.
 - *Range of response:* The questions were modified so that they allowed for an appropriate range of performance. This will allow for appropriate differentiation of student performance.

SLIDE

NOTES

4.

Specimen Papers (3)

Sample Papers	Specimen Papers
<ul style="list-style-type: none"> The mark allocation of questions did not always reflect the level of difficulty The mark allocation was not reflected in the time allowed 	<ul style="list-style-type: none"> The mark allocation reflects the demand of the question The mark allocation reflects the time required to answer the question

BOARD OF STUDIES
NEW SOUTH WALES
Assessment and reporting in a standards-referenced framework (Section 2)
© 2014

- ◆ Key change 3:
 - *Mark allocation and difficulty:* Questions are written so that the mark allocation reflects the demand of the question. The glossary of key words on page 19 of the Board's *New Higher School Certificate Assessment Support Document* is a useful guide for judging what is required of students. For example, a question asking students to evaluate is generally more difficult than a question requiring students to describe. Correspondingly, an evaluation question should be worth more marks than a question requiring students to write a description.
 - *Mark allocation and time:* Similarly, more time is allocated for questions that involve tasks that are more complex.

5.

Specimen Papers (4)

Sample Papers	Specimen Papers
<ul style="list-style-type: none"> The number of parts and the marks were not equivalent in the options The options within some papers were not of comparable levels of difficulty 	<ul style="list-style-type: none"> Options re-written with similar structures and mark allocations Options within specimen papers tend to have a similar structure and level of demand

BOARD OF STUDIES
NEW SOUTH WALES
Assessment and reporting in a standards-referenced framework (Section 2)
© 2014

- ◆ Key change 4:
 - *Optional questions:* Questions are written to help ensure comparability of difficulty and assessment of similar skills within each option. Options within specimen papers are written to have a similar structure and level of demand.

6.

Sample Papers:

Key features:

- Too many parts to questions
- Does not challenge the full range of students
- Little reward for better responses
- Requirement for space and time is inappropriate

QUESTION (10 marks)

Question 1 (8 marks)
Name the two products (2 marks each)

Part (a) (2 marks)
Name the product.

Part (b) (2 marks)
Name the product.

Part (c) (2 marks)
Name the product.

Part (d) (2 marks)
Name the product.

Part (e) (2 marks)
Name the product.

BOARD OF STUDIES
NEW SOUTH WALES
Assessment and reporting in a standards-referenced framework (Section 2)
© 2014

- ◆ *Examples of issues identified in the sample papers:*
 - This question demonstrates the tendency towards:
 - Atomising questions (breaking them up into parts which might be worth only one or two marks)
 - The lack of a hierarchy of difficulty in the section (there is a mixture of simple question types, without more demanding tasks)
 - Lack of a clear indication to the candidate about what is required to answer the question.

7. **Sample Papers:**

- Does not challenge full range of students
- Requirement for space and time is inappropriate
- Little reward for better responses

BOARD OF STUDIES
NEW SOUTH WALES

- The result of this would be to prevent students from demonstrating their level of achievement. Such a style of question does not challenge the full range of students.

8. **Specimen Papers:**

Key features:

- Simple and clear structure
- Allocation of marks for the task increases as the demand of the question increases
- Questions allow for differentiation of performance

BOARD OF STUDIES
NEW SOUTH WALES

◆ *Examples of modifications in the specimen papers:*

- The specimen papers address the issues mentioned above so that three key features are illustrated:
 - A simple structure that clearly indicates to candidates the expectations of the examiner.
 - Marking guidelines that reward students for answers which are qualitatively better and demonstrate achievement of the outcomes to a higher degree.
 - Questions are written in such a way that an appropriate range of achievement can be demonstrated.

9. **Specimen Papers:**

- Allocation of marks for the task increases as the demand of the question increases
- Questions allow for differentiation in levels of performance
- Space and time appropriate to answer

BOARD OF STUDIES
NEW SOUTH WALES

10. **Mapping Grid**

- Developed in conjunction with Specimen Papers
- Demonstrates that each paper is accessible to students from all levels of achievement

BOARD OF STUDIES
NEW SOUTH WALES

- ◆ The mapping grid is central to the development of the New HSC Examinations. The Exam Committee will work to such a document, which tabulates the level of accessibility of each question.
- ◆ The example demonstrates that there should be a range of levels in the paper so that the exam as a whole can provide opportunities for the full range of students to demonstrate their achievement of the course outcomes.
- ◆ Further information about this table is in the specimen examination package for each course.