



B O A R D O F S T U D I E S
NEW SOUTH WALES

English

Stage 6

Internal Assessment

Support Document

1999

Every effort has been made to contact all copyright owners. The Board of Studies NSW apologises if it has inadvertently used material in which copyright resides. For acknowledgement in future editions please contact the Copyright Officer at the Board of Studies NSW.

The Board of Studies owns the copyright on all support documents. Schools may reproduce this support document in part or in full for bona fide study or classroom purposes only.

Acknowledgement of the Board of Studies copyright must be included on any reproductions. Students may copy reasonable portions of the support document for the purpose of research or study. Any other use of this support document must be referred to the Copyright Officer, Board of Studies NSW. Ph: (02) 9367 8111; fax: (02) 9279 1482.

© Board of Studies NSW 1999

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4375 1

99554

English Stage 6 Support Document: Internal Assessment

The purpose of this document is to provide advice to teachers of the new *English Stage 6 Syllabus* about developing effective HSC internal assessment programs using a standards-referenced approach. An explanation of the new standards-referenced approach can be found in *The New Higher School Certificate Assessment Support Document*, p 6.

Principles for Developing an Effective HSC Assessment Program

Teachers are responsible for developing effective assessment programs that clearly reflect the course content and meet the mandatory components and weightings requirements of the *English Stage 6 Syllabus*. The following principles and suggested procedures are designed to help teachers in the development of such programs.

Effective assessment in English occurs when:

- **it is integrated with the teaching and learning context**

Plan assessment tasks when units of work are designed so that the relationship between teaching and learning, and assessment is made explicit.

- **it provides an appropriate balance of the language modes that are often interdependent and integrated activities**

Design tasks that assess more than one mode wherever possible. Speaking, for example, can be incorporated into a number of tasks rather than being assessed as a discrete task. This allows students different opportunities and contexts for demonstrating achievement.

- **it is valid and reliable and has clear links that can be mapped between the outcomes, language modes and formative assessment activities that have been emphasised in the unit of work**

Ensure that the task instructions and questions are clear and unambiguous and that students are aware of the outcomes and the relevant language modes to be assessed. Assessment should allow students to show what they know, understand and can do.

- **it recognises that each task can assess a number of outcomes and that over the course of the assessment program all outcomes are assessed**

Record the outcomes assessed against each task and ensure that all outcomes are assessed over the course of the program.

- **it ensures comparable processes and procedures across different classes completing the same task**

Establish a clear understanding of the processes and procedures for administering each task and a shared understanding of the marking standard. This understanding comes from the use of marking guidelines, pilot marking and collection of work samples that exemplify the standard.

- **it indicates to students the number of tasks, the nature of the tasks, when the tasks are to take place and the weightings allocated to the tasks**

Provide students with copies of assessment programs outlining the appropriate information.

Effective assessment in English needs regular evaluation so that it informs teaching and learning, gives appropriate feedback to students and offers effective opportunities for students to demonstrate their knowledge and understanding, and skills.

Sample Program for HSC English (Standard) Course

One example of a English Stage 6 HSC assessment program is presented in Figure 1. This sample assessment program provides a range of tasks that allow for a variety of critical, interpretive and imaginative responses and can be adapted to different courses. It has been designed so that mark values and task weightings are the same. For example, Task 1 represents 15% of the Area of Study content and it is worth 15 marks.

Teachers may wish to give students the full program of tasks and weightings or only the section that is unshaded. Two templates for recording assessment program information are provided in figures 5 and 6.

Figure 1

Sample Assessment Program for HSC English (Standard) Course

Course Content Weightings						Language Modes Weightings					
Outcomes	Tasks	Area of Study	Experience Through Language	Close Study of Text	Texts and Society	Listening	Speaking	Reading	Writing	Viewing/Representing	Total
	100	40	20	20	20	15	15	25	30	15	%
1, 7 8, 11 12	Date: Task 1 Writing Folio	15							10	5	15
4, 5 6, 11	Date: Task 2 Key Aspect of Language		15			5				10	15
2, 3 4, 5 6, 7 8, 9 10, 12 13	Date: Task 3 Half-Yearly Examination Oral	15					10	5			15
1, 3 4, 6 7, 10	Date: Task 4 Close Study of a Poem			15		5	5	5			15
1, 3 8, 10 11	Date: Task 5 Feature Article				15			5	10		15
All except 9, 12, 13	Date: Task 6 Trial	10	5	5	5	5		10	10		25
	Total	40	20	20	20	15	15	25	30	15	100

The program shows:

- an appropriate number and range of tasks;
- when tasks are scheduled;
- the nature of each task;
- the outcomes that may be assessed through the task;
- the mandatory course and mode weightings.

It complies with the English Stage 6 requirements that:

- no task should be worth less than 10% or more than 30% of the program;
- tasks with a greater weight should be held towards the end of the course;
- no more than 30% of tasks are examination type tasks.

Sample HSC English (Standard) Assessment Tasks

The tasks outlined below relate to those tasks contained in Figure 1. The program has been developed on the assumption that there are a number of Standard classes doing a range of different types of texts and elective choices.

Sample HSC English (Standard) Course Assessment Tasks	Weighting
<p>Task 1 – Writing Folio for Area of Study</p> <ul style="list-style-type: none"> • Students submit a writing folio containing TWO compositions that present differing perspectives of an event, person or idea related to the prescribed text. • Students nominate the audience for whom they are writing and supply a picture or graphic to accompany each text. • Students include an analysis of the ways the different perspectives (including pictures/graphics) might influence the audience's response. 	15 %
<p>Task 2 – Analysis and Use of an Aspect of Language</p> <ul style="list-style-type: none"> • Students view audiovisual stimulus. • Short-answer questions related to the stimulus material are issued prior to the task. The questions relate to both listening and viewing aspects. • Students use an image or series of images from the stimulus to create their own composition. Students draft a composition following the completion of the short-answer questions. • The composition is finished during the following double period. • Students are to nominate the audience for whom they are writing. 	15 %
<p>Task 3 – Half-yearly: Area of Study</p> <ul style="list-style-type: none"> • Students give an oral presentation in which they explain the relationship between the Area of Study concept and its representation in the prescribed text and at least two additional types of texts of their own choosing. • Students write a reflection and evaluation of the processes of investigation and of their own learning. The written reflection is to be handed in on the day the presentations commence. 	15 %
<p>Task 4 – Close Study of Text: Poetry</p> <ul style="list-style-type: none"> • Students listen to a taped reading of one Wilfred Owen's poems and answer a series of questions related to the reading and interpretation of it. • Students select another prescribed poem and submit, on cassette tape, their rehearsed reading of the poem which conveys their interpretation of the poem. • Students write an explanation and justification of their interpretation and hand this in with the tape. 	15 %
<p>Task 5 – Text and Society</p> <ul style="list-style-type: none"> • Students write a feature article for a magazine based on one aspect of the situation explored in the prescribed text and other related texts. • Students specify the publication/audience for whom they are writing. • A visual text can accompany the article but only the writing is assessed. • Notice of the task will be given in advance with the task to be completed in class time. 	15%
<p>Task 6 – Trial Exam</p> <ul style="list-style-type: none"> • Aspect of Study – Reading, short-answer questions and an extended response question. • Module A – Imaginative/critical extended response. • Module B – Imaginative/critical extended response. • Module C – Listening stimulus providing information for a written report. 	25%

Types of Tasks

The sample assessment program offers examples of tasks that integrate the language modes in a variety of contexts. Tasks 1, 3, 4 and 5 can be used as alternatives to an examination-type half-yearly assessment.

Examination-type Tasks in English

Examination-type tasks include those in which the questions or tasks are unseen. Class tests, including some listening tests, traditional half-yearly examinations and trial examinations are of this type.

Non-examination-type Tasks in English

Non-examination-type assessment tasks are those which allow for responses to be developed over a period of time. They particularly provide opportunities for designing tasks in which the language modes are integrated.

Tasks may include:

- question(s) or stimulus material provided in advance and the task completed in class. A variation could be to inform students that they are to incorporate unseen material into their response when the task is completed in class;
- preparation of teaching/seminar notes for teaching a topic to another class (Writing/Representing);
- oral presentations, enactments, interviews, vive-voce (Speaking);
- oral presentations with visuals/audio aids (Speaking/Representing);
- work developed over an extended period of time such as:
 - a writing folio or an assignment involving independent investigation;
 - listening to a guest speaker or taped interview and then integrating the material, either in a subsequent task or for inclusion in a folio (Listening/Writing);
 - making a pamphlet (Writing/Representing).

Marking Guidelines

Developing Marking Guidelines

Guidelines identify the knowledge and understanding, and skills that a task assesses. They are embedded in the task and have clear links to the course content, language modes and outcomes emphasised in the unit of work. They are given to students when notice of the task is issued. This provides students with an explicit understanding of what is being assessed and will assist them in preparing effectively for the task.

Sample Task — Writing Folio, Area of Study (Task 1, Figure 1)

Students are to submit a writing folio containing TWO compositions that present differing perspectives of an event, person or idea related to the prescribed text.

Students are to nominate the audience for whom they are writing and supply a picture or graphic to accompany each text. An analysis of the ways these different perspectives (including pictures/graphics) might influence the audience's response is also to be included in the folio.

Guidelines are based on the course content, language modes and syllabus outcomes that the task assesses. The sample task provides students with an opportunity to demonstrate:

- knowledge and understanding of prescribed text and Area of Study concept and focus;
- ability to analyse the ways meaning and perspective influence response;
- ability to use appropriate language forms, features and structures of texts to explore and express differing perspectives, ideas and values in critical, interpretive and imaginative texts;
- ability to communicate clearly and in a manner appropriate to purpose, audience and context;
- ability to select appropriate visual texts.

Marking Guidelines

These guides have been drawn up for the Sample Task 1 as an example of marking guidelines. They are drawn up by the teacher, using wording from the outcomes and, where helpful, from the draft performance bands (shown in bold). The descriptions in the marking guidelines distinguish between student responses. Since this task takes place in the early part of the HSC course, students are not expected to achieve the same standards described in the HSC performance bands. The HSC performance bands describe levels of achievement expected of students at the completion of Stage 6 and represent achievement over the entire course.

Marking Guidelines	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge and perceptive understanding of text and concept. • Shows highly developed ability to analyse and evaluate the ways meaning and perspective influence response. • Displays highly developed ability to use language forms, features and structures of texts to confidently and thoughtfully explore and express sophisticated ideas and values in critical, interpretive and imaginative texts. • Communicates skilfully with sustained control of language appropriate to purpose audience and context. • Visual texts selected enhance the written texts. 	13–15
<ul style="list-style-type: none"> • Demonstrates detailed knowledge and, at times, perceptive understanding of prescribed text and concept. • Shows well-developed ability to analyse and explain the ways meaning and perspective influence response. • Displays a well-developed ability to use appropriate language forms, features and structures of texts to confidently explore and express increasingly complex ideas and values in critical, interpretive and imaginative texts. • Communicates with effective control of language appropriate to purpose, audience and context. • Visual texts selected complement the written texts. 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of prescribed text and concept. • Shows ability to analyse and explain some of the ways meaning and perspective influence response. • Displays developing ability to use appropriate language forms, features and structures of texts to express ideas in interpretive and imaginative texts. • Communicates with confident control of language appropriate to purpose, audience and context. • Visual text(s) selected support the written texts. 	7–9

<ul style="list-style-type: none"> • Demonstrates generalised knowledge and understanding of prescribed text, aspects of the concept and the ways meaning and perspective influence response. • Displays ability to use a limited range of language forms, features and structures of texts. • Communicates ideas and information with varying control of language appropriate to purpose, audience and context. • Visual text(s) selected offer little support to written texts. 	4–6
<ul style="list-style-type: none"> • Demonstrates elementary knowledge of the prescribed text concept. • Communicates information with limited awareness of the purpose, audience and context. • Visual text(s) selected is of little or no relevance to the written texts. • Response may be brief, rambling or incomplete. 	1–3

Marking guidelines used in standards-referenced assessment make clear the standard expected on an HSC English assessment task. They are used in the same way that marking guides are currently used by HSC English markers. Pilot marking provides an opportunity to refine the marking guidelines established for each task.

Marking guidelines establish a shared understanding of the marking standard for each task and help ensure comparability across different classes completing the same task. They also provide useful and informative feedback to students.

Teachers can refer to the *English Examination, Assessment and Reporting Supplement* (EARS) for further examples of marking guidelines appropriate to the English Stage 6 HSC course and to the standard students are expected to attain at the completion of the course.

Recording Assessment Information

To arrive at a student's final assessment mark, the student's weighted marks for each assessment task are combined. The marks for each task may be recorded in a central register and converted to the appropriate task weightings. The Board's *Motorised Markbook* or spreadsheet programs can assist in calculating and storing assessment marks.

Figure 2A shows how information has been recorded for the sample assessment program using a spreadsheet. Columns B–G show the marks awarded on individual tasks. The mark value for individual tasks also equals the course weighting for that task. For example, Task 1 is worth 15 marks and 15% of the Area of Study assessment.

The mode weightings are recorded in columns AA–AN. The use of a spreadsheet enables teachers to enter the whole mark for the task; the program will automatically calculate the weightings.

The column headings L, S, R, W, V/R refer to the language modes and AoS refers to Area of Study. The numbers 1, 2, 3 correspond to the number of times each language mode is integrated into an assessment task.

Spreadsheet Recording Assessment Marks

Figure 2A

	A	B	C	D	E	F	G	H	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO
1		AoS	Module A	AoS	Module B	Module C			L1	L2	L3	S1	S2	R1	R2	R3	R4	W1	W2	W3	V/R1	V/R2	Total
2	Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total	5	5	5	10	5	5	5	5	10	10	10	10	5	10	
3		15	15	15	15	15	25	100										10			5		15
4	Student 1	11						11										7.33			3.67		11
5	Student 2	13						13										8.67			4.33		13
6	Student 3	8						8										5.33			2.67		8

Figure 2B represents a completed spreadsheet for three students showing both marks for tasks and corresponding mode weightings.

Spreadsheet Recording All Assessment Marks

Figure 2B

	A	B	C	D	E	F	G	H	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	
1		AoS	Module A	AoS	Module B	Module C			L1	L2	S1	S2	R1	R2	R3	W1	W2	V/R1	V/R2	Task 6	Total	
2	Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total														
3		15	15	15	15	15	25	100	5	5	10	5	5	5	5	10	10	5	10	25	100	
4	Student 1	11	10	13	13	12	21	80	3.33	4.33	8.67	4.33	4.33	4.33	4	7.33	8	3.67	6.67	21	80	
5	Student 2	13	15	14	12	12	18.5	84.5	5	4	9.33	4	4.67	4	4	8.67	8	4.33	10	18.5	84.5	
6	Student 3	8	9	8	7	9	15.25	56.3	3	2.33	5.33	2.33	2.67	2.33	3	5.33	6	2.67	6	15.25	56.3	

Planning a Program of Study for HSC English

The grids in Figures 3 and 4, provide an approach to planning a program of study for the HSC English (Standard) course. This approach can be adapted to other HSC English courses.

- The grid in Figure 3 aligns the sections of the course with the text requirement that at least four types of text must be studied in the HSC English (Standard) Course.
- The grid in Figure 4 (click here to view Figure 4) allows for an overview of course planning and an approach to creating an Assessment Schedule that takes into account the various mandatory weightings and requirements.
- Both Figure 3 and Figure 4 are to be read in conjunction with the *English Stage 6 Syllabus*, the *English Stage 6 Prescriptions: Area of Study, Electives and Texts, HSC 2001 and 2002*.

Figure 3

HSC English (Standard) Course Prescriptions
At least four (4) types of prescribed text to be closely studied.

Sections of the Course	Prose Fiction	Drama	Poetry	Nonfiction OR Film OR Media OR Multimedia
Area of Study: Change				
Focus: Changing Worlds OR				
Focus: Changing Perspective OR				
Focus: Changing Self				
Electives: Students must study one elective option from each of the 3 modules A, B and C.				
Module A: Experience Through Language				
Elective 1: Telling Stories OR				
Elective 2: Dialogue OR				
Elective 3: Image				
Module B: Close Study of Text				
Elective 1: Drama OR				
Elective 2: Prose Fiction OR				
Elective 3: Nonfiction, Film, Media or Multimedia OR				
Elective 4: Poetry				
Module C: Texts and Society				
Elective 1: The Institution and Personal Experience OR				
Elective 2: Exploration and Travel OR				
Elective 3: Consumerism				
The prescribed stimulus booklet must be studied for the Area of Study plus a wide range of additional related texts and textual forms.				

The following grids, Figures 5 and 6, provide two examples of ways that assessment program information can be represented to staff and to students. The grids can be adapted for other HSC English courses.

Figure 5

Course Content						Language Mode					
Outcomes	Task details	AoS	Module A	Module B	Module C	Listening	Speaking	Reading	Writing	Viewing/ Representing	Total
	Date: Task 1										
	Date: Task 2										
	Date: Task 3										
	Date: Task 4										
	Date: Task 5										
	Date: Task 6										
	Total	40	20	20	20	15	15	25	30	15	100

Figure 6

Component	Tasks	Modes	Outcomes	Task Weighting		Total
				Non-Exam	Exam	
	Date: _____					
	Date: _____					
	Date: _____					
	Date: _____					
	Date: _____					
	Date: _____					
				70	30	

Further Reading

Board of Studies NSW, *English Stage 6 Syllabus*, Section 15: Assessment and Reporting, Approved June, 1999.

Board of Studies NSW, *The New Higher School Certificate Assessment Support Document*, 1999.

Board of Studies NSW, *Securing Their Future*, Newsletter 14, May, 1999.

Board of Studies NSW, *The School Certificate Grading System*, 1998.

Board of Studies NSW, *HSC Assessment — A Guide to Developing Procedures*, 1997.

Board of Studies NSW, *Assessing and Reporting Using Stage Outcomes Part 1: Assessing*, 1996.

Board of Studies NSW, *Assessing and Reporting Using Stage Outcomes Part 2: Reporting*, 1996.

Board of Studies NSW, *Assessment, Certification and Examination Manual (ACE Manual)*.

NSW Department of Education and Training, *Assessment A Standards-Referenced Approach*.

NSW Department of Education and Training, *Assessment and Reporting Issues 7–12*.

NSW Department of Education and Training, *Principles for Assessment and Reporting in NSW Government Schools*.

FIGURE 4: HSC ENGLISH (STANDARD) COURSE PLANNER AND ASSESSMENT SCHEDULE OVERVIEW

ENGLISH (STANDARD) COURSE OUTCOMES SUMMARY		MODES						SYLLABUS COMPONENT AND WEIGHTING		TYPE OF ASSESSMENT TASK		4 DIFFERENT TYPES OF TEXT	
		DATE	LISTENING	SPEAKING	READING	WRITING	VIEWING/REP.	AREA OF STUDY	ELECTIVES Module A 20 Module B 20 Module C 20	EXAM TYPE TASKS	NON EXAM TYPE TASKS	TYPE OF TEXT	TEXT NAME
HSC	TOTALS		15	15	25	30	15	40	60	30	70		
1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.	<u>TASK 1 Description:</u>												
2. A student demonstrates understanding of the relationships among texts.	<u>OUTCOMES:</u>												
3. A student develops language relevant to the study of English.	<u>TASK 2 Description:</u>												
4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.	<u>OUTCOMES:</u>												
5. A student analyses the effect of technology and medium on meaning.	<u>TASK 3 Description:</u>												
6. A student engages with the details of text in order to respond critically and personally.	<u>OUTCOMES:</u>												
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.	<u>TASK 4 Description:</u>												
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.	<u>OUTCOMES:</u>												
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	<u>TASK 5 Description:</u>												
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.	<u>OUTCOMES:</u>												
11. A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.	<u>TASK 6 Description:</u>												
12. A student reflects on own processes of responding and composing.													
13. A student reflects on own processes of learning.	<u>OUTCOMES:</u>												
	TOTALS		15	15	25	30	15	40	60	30	70		