Assessment and Reporting in Information and Digital Technology Stage 6

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<tr>
<th>Effective from</th>
<th>2017 HSC examination</th>
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<tbody>
<tr>
<td>Date published</td>
<td>February 2016</td>
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This document contains the Board of Studies, Teaching and Educational Standards NSW (BOSTES) requirements for assessing and reporting achievement in courses in the Information and Digital Technology Curriculum Framework for the Higher School Certificate (HSC), and provides details of the HSC examination for Information and Digital Technology. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the BOSTES website is always the current version.
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Assessment in Stage 6
Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Higher School Certificate (HSC), those purposes include:
• assisting student learning
• evaluating and improving teaching and learning programs
• providing evidence of satisfactory achievement
• providing HSC results.

For HSC VET courses, they also include:
• confirming whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency
• determining eligibility for Australian Qualifications Framework (AQF) VET qualifications.

Reporting achievement in the HSC
The HSC credentials received by students are used by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) to report satisfactory completion of courses within the Information and Digital Technology Curriculum Framework. Each course will be listed on the HSC Record of Achievement together with the HSC unit credit value. The Record of Achievement will also refer to separate vocational documentation.

For students who have fulfilled the requirements of an AQF VET qualification, the vocational documentation will consist of the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

For students who have completed the Information and Digital Technology (240 indicative hours) course and who undertake the HSC examination, the HSC Record of Achievement will show:
• an examination mark derived from the HSC external examination
• an HSC mark, equal to the examination mark
• a performance band, determined by the HSC mark.

Student performance in the HSC examination is also reported against standards on a course report. The course report contains a performance scale describing levels (bands) of achievement, an HSC mark located on the performance scale, and an examination mark. The course report also shows, graphically, the statewide distribution of HSC examination marks of all students who undertake the examination.

The distribution of marks is determined by students’ performances against the standards and not scaled to a predetermined pattern of marks.

**Competency-based assessment**

The courses within the Information and Digital Technology Curriculum Framework are competency-based courses. The courses can only be delivered by a Registered Training Organisation (RTO). BOSTES and the VET Quality Framework requires that a competency-based approach to assessment is used. Assessment must meet the requirements of the *ICT Information and Communications Technology Training Package*.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant’s performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either ‘competent’ or ‘not yet competent’. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills, knowledge and attitudes.

The unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.
Assessment requirements

To achieve an AQF VET Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the national Training Package.

Assessment requirements are detailed in each unit of competency and include performance evidence, knowledge evidence and assessment conditions.

To ensure quality outcomes, assessment should be conducted in accordance with the Principles of Assessment (fairness, flexibility, validity and reliability) and the Rules of Evidence (validity, sufficiency, authenticity and currency) as detailed in the Standards for Registered Training Organisations (RTOs) 2015.

A qualified assessor under the auspices of the RTO that is to issue the qualification must conduct the assessment. The VET Quality Framework specifies mandatory competency requirements for assessors. Standard 1 from the Standards for Registered Training Organisations (RTOs) 2015 details requirements for trainer and assessors, including:

The RTO’s training and assessment is delivered only by persons who have:

a. vocational competencies at least to the level being delivered and assessed;
b. current industry skills directly relevant to the training and assessment being provided; and
c. current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.

All assessors who are engaged in assessing units of competency from the ICT Information and Communications Technology Training Package must be either:

- employed by an RTO
- acting under the registration of an RTO (for example, a teacher working at a delivery site of a school system RTO).

The Information and Digital Technology HSC examination

Students who have completed the Information and Digital Technology (240 indicative hours) course are eligible to sit for the Information and Digital Technology HSC examination.

Students who want to sit for the Information and Digital Technology HSC examination must be entered for both the Information and Digital Technology course and the examination on Schools Online (Administration).

Students who undertake this examination can have their HSC examination mark contribute to the Australian Tertiary Admission Rank (ATAR). The Information and Digital Technology HSC examination mark can contribute up to two units towards the calculation of a student’s
ATAR. Further information about the ATAR is available on the Universities Admission Centre (UAC) website at [www.uac.edu.au/undergraduate/atar/](http://www.uac.edu.au/undergraduate/atar/).

The external HSC examination provides a measure of student achievement across a range of mandatory syllabus outcomes and content that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to the examinable syllabus outcomes and content
- enabling students to demonstrate the levels of achievement outlined in the course performance scale for the examination
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the examination.

**Estimated examination mark**

BOSTES requires schools/RTOs to submit an estimated examination mark for all students entered for the Information and Digital Technology HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal. Refer to the BOSTES [Assessment Certification Examination (ACE) website](http://www.bostes.nsw.edu.au/) for further information.

**Information and Digital Technology HSC examination specifications**

The examinable outcomes and content for the Information and Digital Technology HSC examination are contained in the Information and Digital Technology Curriculum Framework Stage 6 Syllabus. The HSC examination in Information and Digital Technology is based on the HSC Content (mandatory and stream focus areas).

The four mandatory focus areas are *Working in the industry, Operating system software*, *Diagnostic testing* and *Safety* and the three stream focus areas are *Web and software applications, Networking and hardware* and *Digital animation*. Students must study one of the streams and complete the HSC examination based on the stream they have studied.

The examination will consist of a written paper worth 80 marks. The examination mark for each candidate will be converted to a mark out of 100.

Time allowed: 2 hours plus 5 minutes reading time.

There will be three separate written papers, one for each stream. Candidates will be required to complete the paper based on the stream they have studied.

Each paper will consist of four sections.
Section I (20 marks)
- There will be objective response questions to the value of 20 marks.
- 10 questions will be based on the mandatory focus areas, and will be the same for all three papers.
- 10 questions will be specific to the stream focus area.

Section II (30 marks)
- There will be approximately five short-answer questions.
- 15 marks will be allocated to questions based on the mandatory focus areas and these will be the same for all three papers.
- 15 marks will be allocated to questions specific to the stream focus area.
- Questions may contain parts.
- There will be approximately 12 items in total.
- At least two items will be worth from 4 to 8 marks.

Section III (15 marks)
- There will be one structured extended response question based on the stream focus area and can also draw from the mandatory focus areas.
- The question will have two or three parts, with one part worth at least 8 marks.
- The question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words) in total.

Section IV (15 marks)
- There will be one extended response question based on the mandatory focus areas, and will be the same for all three written papers.
- The question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words).

When entering a student on Schools Online (Administration) for the Information and Digital Technology HSC examination, the school will enter them into the HSC examination number based on the stream focus area they will study (refer to Section 2 of the Information and Digital Technology Curriculum Framework Stage 6 Syllabus). This determines the written paper the student will undertake in the HSC examination.
### Relationship of the Information and Digital Technology (240 indicative hours) course structure to the HSC examination

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<thead>
<tr>
<th>HSC units of competency</th>
<th>HSC Content</th>
<th>HSC examination</th>
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<tr>
<td></td>
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<td>three separate written papers, one for each stream</td>
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**Mandatory units of competency**
- Working in the industry
- Operating system software
- Diagnostic testing
- Safety

**Mandatory focus areas**

**Section I**
- 10 objective response questions (same for all papers)

**Section II**
- Short-answer questions (same for all papers – 15 marks)

**Section IV**
- One extended response question (same for all papers)

**Stream units of competency**

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<th>Stream focus areas</th>
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<tr>
<td>Web and software applications</td>
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<tr>
<td>Networking and hardware</td>
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<tr>
<td>Digital animation</td>
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**Stream units of competency**

**Section I**
- 10 objective response questions (based on the stream focus area)

**Section II**
- Short-answer questions (based on the stream focus area – 15 marks)

**Section III**
- One structured extended response question (based on the stream focus area & can also draw from the mandatory focus areas)

**HSC elective units of competency**

- No HSC Content

- Not examinable

### Resources and advice