

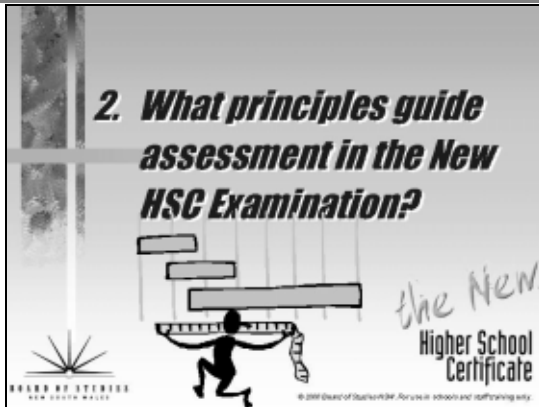
## SPEAKER'S NOTES

### Section Two: What principles guide assessment in the New HSC Examination?

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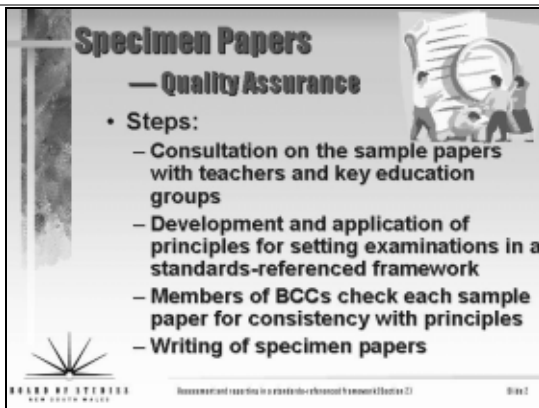
NOTES

1.



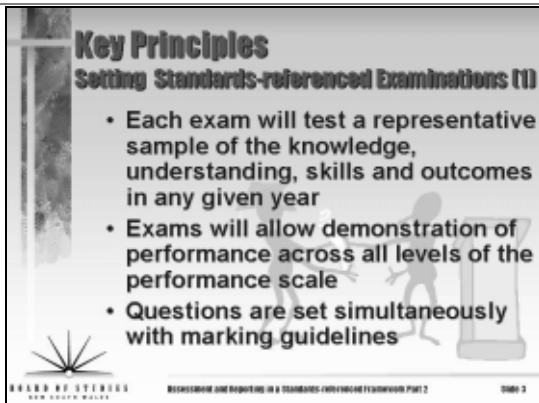
- ◆ All specimen papers for the New HSC have been developed using a set of principles developed and endorsed by the Board.
- ◆ The specimen papers provide teachers and students with a guide to what to expect in the first examinations for the New HSC in 2001. The specimen papers give an indication of the types of questions and the level of difficulty of the HSC examinations in 2001.

2.



- ◆ The principles provide a common framework for aspects of examination design such as coverage of syllabus content, level of difficulty of the paper, paper format and length and question structure and language. The application of these principles will ensure that all examinations embody a standards-referenced approach.
- ◆ The application of these principles to every new specimen paper has resulted in significant changes from the sample examination papers in some subjects. Subjects such as the sciences, agriculture, information processes and technology, industrial technology, the VET curriculum frameworks and engineering studies have undergone the most change.

3.



- ◆ *The examination will test a representative sample of the knowledge, understanding, skills and outcomes in any given year.* Testing a representative sample of outcomes each year will make papers less predictable and encourage students to prepare for all syllabus outcomes.
- ◆ *The examination as a whole will be constructed in such a way that it provides a representative sampling of a range of syllabus outcomes and questions that allow demonstration of performance across all levels on the performance scale.* This principle applies to the entire examination.
- ◆ *Questions will be set simultaneously with marking guidelines and will allow marks to be awarded commensurate with performance.* The application of this principle will ensure that the marks allocated to questions will reflect what students are required to do in answering the questions.

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NOTES

4.

**Key Principles**  
Setting Standards-referenced Examinations (2)

- Range and balance of question types in accordance with exam specifications
- Mark allocations and space provided commensurate with response
- All papers have standardised format, consistent language and instructions
- Free response questions will have simple structures (minimal number of parts)

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- ◆ *Range and balance of question types in accordance with exam specifications:* The questions should not be predictable and should provide for different types of response.
- ◆ *Mark allocations and space provided are commensurate with performance:* The mark allocations and space provided will be appropriate for the anticipated range of responses.
- ◆ *All papers are to have a standardised format and layout, consistent language and instructions:* the layout of the examination papers will assist students in working through the paper. They will be consistent across all courses and the instructions will be clear and concise.
- ◆ *Free response questions will have a simple structure:* with a minimal number of parts and sub-parts. The parts will be sequenced in order of difficulty and allow the candidates to demonstrate a range of levels of performance.

5.

**Key Principles**  
Setting Standards-referenced Examinations (3)

- No internal choice within questions in the core section of the paper
- Optional questions within a section must be marked using similar marking criteria
- Choices should have similar degree of difficulty
- Consistent use of definitions ('describe', 'analyse', 'synthesise'...)

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- ◆ *To assist moderation in papers where there is a core and options, there will be no internal choice within questions in the core section of the paper.* This ensures that there is a section of the paper that the whole candidature is required to answer.
- ◆ *To assist in achieving comparability, optional questions within a section of the paper must be marked using similar marking criteria. Choices within questions should have a comparable degree of difficulty.* It is desirable for the structure of options and the marks allocated to parts within options to be comparable, if not identical.
- ◆ *Where definitions such as describe, analyse, synthesise and evaluate are used, they will be used consistently and appropriately.* A common understanding of these terms should assist students to know what is required.

6.

**Principles for Marking Guidelines**

- Developed in the context of outcomes and content
- Marks awarded for demonstrating achievement of outcomes
- Differentiation between levels of performance
- Allowance for less predictable responses
- Use of language consistent with key terms used in outcomes and band description
- Incorporation of a rubric where applicable

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- ◆ These principles were approved by the Board of Studies for the 2001 HSC and have been applied to the development of new marking guidelines for selected questions in the New HSC specimen papers. Among the principles are these key points:
  - *Marking guidelines will be developed in the context of relevant syllabus outcomes and content:* The allocation of marks reinforce the relationship between marks and standards. The guidelines should reflect the outcomes. For extended responses, marking guidelines will use language consistent with the outcomes and the performance bands for the course.
  - *Marks will be awarded for demonstrating achievement of aspects of the syllabus outcomes addressed by the question:* The guidelines help to identify the quality of a student's performance relative to the standard.

- o *Marking guidelines will allow for less predictable and less defined responses:* This ensures that characteristics such as flair, originality and creativity, or the provision of alternative solutions, are recognised and valued.
- o *Marking guidelines are to incorporate the generic rubric:* The guidelines provide a rubric: an indication to the candidate of what is required in answering a question.

7.

**Sample Marking Guidelines – Personal Development, Health and Physical Education**

In your answers you will be assessed on how well you:

- demonstrate an understanding of health and physical activity concepts
- apply the skills of critical-thinking and analysis
- illustrate your answer with relevant examples
- present ideas in a clear and logical way.

**Question 11 – Factors Affecting Performance (20 marks)**

(a) Explain how FOUR of the principles of training can be used to develop aerobic fitness.

**Outcomes assessed: HT, NE, HFD**

Marking guidelines	Marks
• Explains how each of four training principles is applied in the development of aerobic fitness.	4
• Explains how three training principles are applied in the development of aerobic fitness. OR • Explains three of four principles of training with a general explanation of how they may be applied in the development of aerobic fitness.	3
• Explains how two training principles are applied in the development of aerobic fitness. OR • A description of three principles of training with a general explanation of how they may be applied in the development of aerobic fitness.	2
• Explains how one training principle is applied in the development of aerobic fitness. OR • Identifies four principles of training. OR • General description of aerobic fitness and training.	1

- ◆ Teachers will find the marking guidelines provided in conjunction with the specimen papers useful in formulating approaches to internal assessment.
- ◆ Where a rubric is provided (usually when there are optional questions), the exemplars provide an indication of the relationship between rubrics and the assessment of the question.
- ◆ The marking guidelines show the importance of the use of consistent language in the question and the way it is marked.

8.

**Terminology**

<b>Outcomes</b>	Explicit statements of the knowledge, skills and understanding expected to be learned by students
<b>Criteria</b>	Descriptive statements that markers will use for making judgements about the marks to be awarded for different levels of performance
<b>Rubric</b>	General criteria at the beginning of a section that will be taken into account in marking the questions

- ◆ *Outcomes:* This definition provides a clear basis for teaching and learning, as well as standards-referenced assessment.
- ◆ *Criteria:* The individual phrases describe how a student is to be scored. Criteria are individual components of a set of marking guidelines.
- ◆ *Rubric:* Indication to students of the basis on which their performance will be judged.

9.

**Terminology**

<b>Marking Guidelines</b>	Provide the criteria for making judgements about the different levels of student performance and the marks to be awarded
<b>Marking Scheme</b>	• May be identical to the marking guidelines OR • Elaborate the marking guidelines in the light of student responses
<b>Work Samples</b>	Provide student responses that illustrate particular outcomes and provide an indication of levels of student performance

- ◆ *Marking Guidelines:* Used by markers to determine the level of achievement of candidates in an assessment item.
- ◆ *Marking Scheme:* Marking guidelines with samples or extracts to clarify various levels of performance.
- ◆ *Work Samples:* Examples of student performance used to illustrate particular levels of performance.