



Performance Scales for Reporting Achievement in
VET Curriculum Framework Courses in the
New HSC Examinations

Report on a survey conducted by the
Office of the Board of Studies
June 2000

Background

In the 2001 HSC, industry curriculum frameworks 240-hour courses in the following Vocational Education and Training (VET) courses will be examined:

- Business Services – Office Administration
- Construction
- Hospitality Operations
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Operations
- Tourism – Sales/Office Operations

The Board of Studies' examinations for these new HSC VET courses will be based on the outcomes and content as defined by the units of competency for the relevant 240-hour course, the minimum prescribed learning contained in Part B of the Curriculum Framework Stage 6 syllabus, and the associated key competencies.

The examinations in these VET courses are optional, but required of students who wish this course to contribute towards a Universities Admission Index.

Draft performance descriptions have been written to enable students who sit for the optional examination to receive a course report as for other Board-developed HSC courses. These descriptions refer to examination performance only. They do not seek to describe achievement of industry competencies assessed through competency based assessment.

A survey has been conducted to obtain comments from individuals and systems/organisations on the draft performance descriptions.

This report summarises the results of this survey, the comments made by the respondents, and proposed actions for refining the band descriptions.

VET Curriculum Frameworks: Selection of Sample Schools

Table 1 shows entries in each of the eight 240 hour VET Framework courses (as at May 24).

Table 1: Course Entries - 240 hour VET Framework courses

Framework		Govt Schools		Non-Govt Schools		Colleges of TAFE		Total	
		No	%	No	%	No	%	No	%
Business - Office Admin	<i>Candidates</i>	2123	68%	771	25%	218	7%	3112	100%
	<i>Schools</i>	147	66%	48	21%	29	13%	224	100%
Construction	<i>Candidates</i>	1595	70%	588	26%	103	5%	2286	100%
	<i>Schools</i>	135	69%	47	24%	15	8%	197	100%
Information Technology	<i>Candidates</i>	2179	63%	812	23%	478	14%	3469	100%
	<i>Schools</i>	162	64%	59	23%	33	13%	254	100%
Metal and Engineering	<i>Candidates</i>	704	71%	150	15%	143	14%	997	100%
	<i>Schools</i>	70	67%	14	13%	21	20%	105	100%
Primary Industries	<i>Candidates</i>	611	81%	94	12%	52	7%	757	100%
	<i>Schools</i>	78	80%	11	11%	8	8%	97	100%
Retail Operations	<i>Candidates</i>	1350	67%	584	29%	79	4%	2013	100%
	<i>Schools</i>	124	69%	44	24%	12	7%	180	100%
Hospitality Operations	<i>Candidates</i>	5239	73%	1680	24%	222	3%	7141	100%
	<i>Schools</i>	286	70%	103	25%	20	5%	409	100%
Tourism	<i>Candidates</i>	102	15%	72	11%	499	74%	673	100%
	<i>Schools</i>	19	28%	12	17%	38	55%	69	100%

It can be seen from Table 1 that there was a wide range in the size of course candidatures, from over 7000 in Hospitality Operations to about 3000 in Information Technology and Business, 2000 in Construction and Retail Operations and less than 1000 in Metal & Engineering, Primary Industries and Tourism. The number of schools and colleges entering candidates also ranged fairly widely, from about 70 for Tourism to over 400 for Hospitality Operations. In most Frameworks, about 65% – 80% of entries were from government schools, about 15% – 25% from non-government schools and about 5% – 15% from colleges of TAFE. The major exception is Tourism, where about 75% of candidates were from colleges of TAFE, with only 15% from government schools and 10% from non-government schools.

The sample was set at 20 schools/colleges for each Framework, with the sample further structured so that the number of government schools, non-government schools and colleges of TAFE was proportional to the distribution of candidates across these three sectors for each Framework, as shown in Table 2.

Table 2: Sample Structure

Framework	Govt Schools	Non-Govt Schools	Colleges of TAFE	Total
Business - Office Admin	14	5	1	20
Construction	14	5	1	20
Information Technology	12	5	3	20
Metal and Engineering	14	3	3	20
Primary Industries	16	3	1	20
Retail Operations	13	6	1	20
Hospitality Operations	15	5	0	20
Tourism	3	2	15	20

Schools were randomly selected to fill the sample structure shown in Table 2, with the addition of two provisos:

1. To increase the likelihood that the school or college had sufficient students to form a class, only schools/colleges with at least 5 candidates in the specified Framework were considered (this criterion excluded about 30% of cases);
2. Each school or college could only be selected in the sample for one Framework (to increase the diversity of schools/colleges included in the samples).

VET Curriculum Frameworks: Other Survey Respondents

Advice was also sought from representatives of the relevant Curriculum Framework ITAB, the Department of Education and Training, the Association of Independent Schools, and the Catholic Education Commission.

Survey Results

Table 3 shows the number of responses received in each Curriculum Framework.

Table 3: Number of responses

Curriculum Framework	Number of responses
Business Services – Office Administration	14
Construction	7
Hospitality Operations	11
Information Technology	6
Metal and Engineering	8
Primary Industries	7
Retail Operations	13
Tourism – Sales/Office Operations	1
General comments	1

The survey requested respondents to rate four statements on a five-point scale, ranging from strongly agreeing to strongly disagreeing with the statement. Space was provided for respondents to comment on each of the statements and on the band descriptions generally.

Statement 1 *The draft performance bands should accurately reflect the range of possible achievement in the VET HSC examination.*

Do you agree that this has been achieved?

Statement 2 *The draft performance bands should reflect the scope and intent of the syllabus outcomes and content as defined by the units of competency for the 240-hour course contained in Part B of the Curriculum Framework Stage 6 syllabus.*

Do you agree that this has been achieved?

Statement 3 *The band descriptions should be in a language useful to a diverse audience.*

Do you agree that this has been achieved?

Statement 4 *There should be a logical progression in the descriptions across the bands.*

Do you agree that this has been achieved?

Analysis

A quantitative analysis of the data is included on 7 – 19.

- (i) Survey responses based on question by subject (pages 7 – 15), with an overall summary provided on page 15.
- (ii) Survey responses based on subject by question. (pages 16 – 19)

A qualitative analysis of the issues raised by respondents, and the action taken in response, is detailed on pages 20 – 35.

Key Findings

1. Responses to the survey indicated that across the set of draft performance descriptions for the VET 240-hour courses;
 - (i) Approximately 90% of respondents agreed or strongly agreed that the descriptions clearly reflected the range of possible achievement in the examinations for the VET courses.
 - (ii) Approximately 89% of respondents agreed or strongly agreed that the descriptions clearly reflected the scope and intent of the syllabus outcomes and content.
 - (iii) Approximately 71% of respondents agreed or strongly agreed that the descriptions are in language useful to a diverse audience.
 - (iv) Approximately 97% of respondents agreed or strongly agreed that there is a logical progression in the descriptions across the bands.
2. Some of the comments indicate that there is a need for the development of material to inform teachers and the broader community of the purpose of the performance descriptions for the VET 240-hour course examinations.

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.1 Business Services – Office Administration

1.1.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	4	7	1	0	0
0%	33%	58%	8%	0%	0%

1.1.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	4	7	1	0	0
0%	33%	58%	8%	0%	0%

1.1.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	4	4	2	2	0
0%	33%	33%	17%	17%	0%

1.1.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	5	7	0	0	0
0%	42%	58%	0%	0%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.2 Construction

1.2.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1	0	5	1	0	0
14%	0%	71%	14%	0%	0%

1.2.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	0	5	2	0	0
0%	0%	71%	29%	0%	0%

1.2.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	1	4	0	2	0
0%	14%	57%	0%	29%	0%

1.2.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	2	4	0	1	0
0%	29%	57%	0%	14%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.3 Hospitality Operations

1.3.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	4	7	0	0	0
0%	36%	64%	0%	0%	0%

1.3.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	3	6	1	1	0
0%	27%	55%	9%	9%	0%

1.3.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	3	6	0	2	0
0%	27%	55%	0%	18%	0%

1.3.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	6	4	1	0	0
0%	55%	36%	9%	0%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.4 Information Technology

1.4.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	2	3	0	0	0
0%	40%	60%	0%	0%	0%

1.4.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	1	3	0	1	0
0%	20%	60%	0%	20%	0%

1.4.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	1	2	2	0	0
0%	20%	40%	40%	0%	0%

1.4.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	2	3	0	0	0
0%	40%	60%	0%	0%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.5 Metal and Engineering

1.5.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	1	7	0	0	0
0%	13%	88%	0%	0%	0%

1.5.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	0	6	2	0	0
0%	0%	75%	25%	0%	0%

1.5.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	2	5	0	1	0
0%	25%	63%	0%	13%	0%

1.5.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	2	6	0	0	0
0%	25%	75%	0%	0%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.6 Primary Industries

1.6.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	0	3	2	1	0
0%	0%	50%	33%	17%	0%

1.6.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	0	4	1	1	0
0%	0%	67%	17%	17%	0%

1.6.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	0	2	0	3	1
0%	0%	33%	0%	50%	17%

1.6.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	3	3	0	0	0
0%	50%	50%	0%	0%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.7 Retail Operations

1.7.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	4	8	1	0	0
0%	31%	62%	8%	0%	0%

1.7.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	2	7	4	0	0
0%	15%	54%	31%	0%	0%

1.7.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	4	5	2	2	0
0%	31%	38%	15%	15%	0%

1.7.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	5	8	0	0	0
0%	38%	62%	0%	0%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.8 Tourism – Sales/Office Operations

1.8.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	1	0	0	0	0
0%	100%	0%	0%	0%	0%

1.8.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	1	0	0	0	0
0%	100%	0%	0%	0%	0%

1.8.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	1	0	0	0	0
0%	100%	0%	0%	0%	0%

1.8.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	1	0	0	0	0
0%	100%	0%	0%	0%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

1. Quantitative Analysis

1.9 Overall summary

1.9.1 Clearly reflect the range of possible achievement in the VET examination.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1	16	40	5	1	0
2%	25%	63%	8%	2%	0%

1.9.2 Clearly reflect the scope and intent of the syllabus outcomes and content.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	11	38	11	3	0
0%	17%	60%	17%	5%	0%

1.9.3 Are in a language useful to a diverse audience.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	16	28	6	12	1
0%	25%	44%	10%	19%	2%

1.9.4 There is a logical progression in the descriptions across the bands.

Nil Response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
	26	35	1	1	0
0%	41%	56%	2%	2%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

2. Quantitative Analysis

2.1 Question 1

Clearly reflect the range of possible achievement in the VET examination.

Subject	Nil response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Business Services	0	4	8	1	0	0
	0%	31%	62%	8%	0%	0%
Construction	1	0	5	1	0	0
	14%	0%	71%	14%	0%	0%
Hospitality Operations	0	4	7	0	0	0
	0%	36%	64%	0%	0%	0%
Information Technology	0	2	3	0	0	0
	0%	40%	60%	0%	0%	0%
Metal and Engineering	0	1	7	0	0	0
	0%	13%	88%	0%	0%	0%
Primary Industries	0	0	4	2	1	0
	0%	0%	57%	29%	14%	0%
Retail Operations	0	4	8	1	0	0
	0%	31%	62%	8%	0%	0%
Tourism - Sales/Office	0	1	0	0	0	0
	0%	100%	0%	0%	0%	0%
Total Question 1	1	16	42	5	1	0
	2%	25%	65%	8%	2%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

2.2 Question 2

Clearly reflect the scope and intent of the syllabus outcomes and content.

Subject	Nil response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Business Services	0	4	8	1	0	0
	0%	31%	62%	8%	0%	0%
Construction	0	0	5	2	0	0
	0%	0%	71%	29%	0%	0%
Hospitality Operations	0	3	6	1	1	0
	0%	27%	55%	9%	9%	0%
Information Technology	0	1	3	0	1	0
	0%	20%	60%	0%	20%	0%
Metal and Engineering	0	0	6	2	0	0
	0%	0%	75%	25%	0%	0%
Primary Industries	0	0	5	1	1	0
	0%	0%	71%	14%	14%	0%
Retail Operations	0	2	7	4	0	0
	0%	15%	54%	31%	0%	0%
Tourism - Sales/Office	0	1	0	0	0	0
	0%	100%	0%	0%	0%	0%
Total Question 2	0	11	40	11	3	0
	0%	17%	62%	17%	5%	0%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

2.3 Question 3

Are in a language useful to a diverse audience.

Subject	Nil response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Business Services	0	4	5	2	2	0
	0%	31%	38%	15%	15%	0%
Construction	0	1	4	0	2	0
	0%	14%	57%	0%	29%	0%
Hospitality Operations	0	3	6	0	2	0
	0%	27%	55%	0%	18%	0%
Information Technology	0	1	2	2	0	0
	0%	20%	40%	40%	0%	0%
Metal and Engineering	0	2	5	0	1	0
	0%	25%	63%	0%	13%	0%
Primary Industries	0	0	3	0	3	1
	0%	0%	43%	0%	43%	14%
Retail Operations	0	4	5	2	2	0
	0%	31%	38%	15%	15%	0%
Tourism - Sales/Office	0	1	0	0	0	0
	0%	100%	0%	0%	0%	0%
Total Question 3	0	16	30	6	12	1
	0%	25%	46%	9%	18%	2%

VET Draft Performance Bands Consultation Report
Survey responses (Question by subject)

2.4 Question 4

There is a logical progression in the description across the bands.

Subject	Nil response	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Business Services	0	5	8	0	0	0
	0%	38%	62%	0%	0%	0%
Construction	0	1	4	0	1	0
	0%	17%	67%	0%	17%	0%
Hospitality Operations	0	4	4	1	0	0
	0%	44%	44%	11%	0%	0%
Information Technology	0	1	3	0	0	0
	0%	25%	75%	0%	0%	0%
Metal and Engineering	0	2	6	0	0	0
	0%	25%	75%	0%	0%	0%
Primary Industries	0	3	4	0	0	0
	0%	43%	57%	0%	0%	0%
Retail Operations	0	4	8	0	0	0
	0%	33%	67%	0%	0%	0%
Tourism - Sales/Office	0	1	0	0	0	0
	0%	100%	0%	0%	0%	0%
Total Question 4	0	21	37	1	1	0
	0%	35%	62%	2%	2%	0%

3. Quantitative Analysis – Survey Report – Comments

3.1 Business Services – Office Administration

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
56	Some terms may need clarification eg 'basic'	Nil. Language used is consistent with the lexicon developed for other courses
50	Clear and distinct in providing differentiation	Noted
8	Very appropriate	Noted

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
58	Respondent comments that the descriptors are at a higher level than the syllabus demands. Success under the competency assessment system would result in little better than bands 2 or 3.	Noted. The descriptions reflect the standard required to attain specific marks in the examination
56	A good coverage of expected outcomes	Noted
42	Can one exam give a true reflection of a student's achievement?	Noted. The performance bands for the VET courses specifically refer to examination performance.
2	Some of the dot points (2, 3, 6) could be applied to report any element of competency	Noted

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
8	Respondent strongly agreed that the language was useful to a diverse audience and that this was essential in their case as there is a high proportion of NESB students	Noted

2	Respondent disagrees that the language of the descriptions is useful for a diverse audience, but acknowledges that the language used is necessary to reflect student achievement accurately.	Noted
---	--	-------

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
42	Clear progression	Noted

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
58	Flexible delivery of the course does not permit expectations of very high achievement (bands 4-6)	Noted. The descriptions reflect the standard required to attain specific marks in the examination
56	Why is Band 1 blank?	Difficult to report performance below the minimum expected standard
50	Terminology such as “the industry”, “enterprises” a bit generic	Content requirements in relation to Business Services terminology are specified in Part B of the syllabus.
50	Use of the word ‘competent’	Change wording to comprehensive.
50	Should it be clearer that the descriptions report on knowledge about competencies rather than actual possession of competencies?	The performance bands for the VET courses specifically refer to examination performance
42	Can we base all this information on just one exam?	Noted. The descriptors reflect the standard required to attain specific marks in the examination
41	Well written and reflect outcomes	Noted
5	Good to have consistency across all subjects. Industry curriculum committees should have been involved in the development of the bands	ITABs have been involved as part of the consultation

3. Quantitative Analysis – Survey Report – Comments

3.2 Construction

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
28	No examination in this subject!	No comment
64	Concerns over the delineation between extensive understanding, understanding and basic understanding of legislation which is undergoing rapid change	The panel of judges, the examination committee, and the markers will be aware of the legislative framework in relation to the construction industry. This syllabus complies with WorkCover requirements in relation to OH&S and curriculum changes will occur as relevant training packages are amended. Language used is consistent with the lexicon developed for other courses

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
64	The extent to which the descriptions reflect the outcomes depends on the electives chosen	The descriptions attempt to describe the examination performance in the common core material

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
37	First dot point in band 6 is confusing	Wording to be amended
64	Agrees that the descriptions are in a language useful to a diverse audience, but questions how dot points 1 and 7 will be interpreted by industry	Noted

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
52	The bands are a fair representation of anticipated student achievement	Noted
37	Most of the descriptors are ok, but some need fine tuning to distinguish between basic, limited, and elementary in the descriptions	Noted. The language is consistent with the lexicon developed for other courses
28	(i) No mention of O, H & S requirements or (ii) the ability to display safe work practices	(i) Reference included in dot 5 (ii) Ability to display safe work practices is assessed as part of the CBA for the course.

3. Quantitative Analysis – Survey Report – Comments

3.3 Hospitality Operations

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
57	Unsure how performance bands will be assigned on the basis of the examination	Noted. Information on the aligning process needs to be disseminated to schools.
63, 53, 49	Differentiation covered well	Noted

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
49	Not all areas of the curriculum framework have been addressed. (respondent gives no examples)	The performance bands report performance in the examination not the framework. They are based on the core components of the 240-hour course.
48	The bands reflect the scope of the core modules and not the commercial cookery modules	Examination and report must focus on common modules
40	Some statements are not very specific (eg in-depth knowledge)	Standards will be clarified by samples of scripts at band cut-offs post 2001 HSC
63	Reflect performance in both the core units and strands	Noted

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
53	Generally good, some wording superficial. Respondent does not provide examples	Noted
49	Will help teachers design appropriate tasks, although some jargon may confuse.	Noted
48	Some of the language may be difficult for people of NESB	Noted
63, 40	Easy to read, written in language commonly used to describe performance	Noted

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
53	Easy to follow through bands	Noted
49	There seems to be little progression from band 4 to band 5	Language is consistent with performance scales for other courses

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
49	Teachers will need samples of examination questions and assessment tasks to match to the performance scale	Specimen examination papers and sample marking guidelines have been released. Standards will be clarified by samples of scripts at band cut-offs post 2001 HSC
32	Suggests some wording changes	Some wording changes adopted.

3. Quantitative Analysis – Survey Report – Comments

3.4 Information Technology

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
9	Consistent with other courses	Noted

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
45	Scope is not fully reflected. Respondent does not provide detail.	The performance bands have been constructed to accommodate the scope of the 240-hour examinable course

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
45	Agrees, but comments that there is a big gap between bands 1 and 2	Noted

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
20	Asks why the band descriptors are limited to exam performance	In VET courses the performance bands have been designed to report examination performance only. Other aspects of the course are assessed via CBA.
61	They are a good starting point	Noted

3. Quantitative Analysis – Survey Report – Comments

3.5 Metal and Engineering

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
44	Strongly agrees	Noted
29	Suggests another band be introduced to separate those candidates who score just below 50 from those that are well below	Reporting of marks <50,>30 yet to be approved. Similarly marks < 30 may be reported as “Mark < 30”
16	Why has Drawing interpretation been included when hand and power tools have not?	Drawing Interpretation underpins several units of competency and was seen as fundamental/foundational to the course.
21	It covers the range possible, but very few students would achieve above band 2/3	Noted

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
44	Performance bands only partially reflect the scope of the syllabus	The performance bands have been constructed to accommodate the scope of the 240-hour examinable course
29	It is very difficult to demonstrate attainment of some of the outcomes without using assessable practical work	Noted. The descriptors attempt to describe performance in the written examination
21	The descriptors cover the theory exam adequately, but not their practical ability	Noted. The descriptors attempt to describe performance in the written examination

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
44, 29	Positive comment	Noted
22	Strongly agrees, although acknowledges they are fairly solid reading	Noted
21	Difficult to interpret	To be reviewed

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
29	Positive comment	Noted

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
29	Band descriptions should state actual skills levels and report students' practical aptitudes	Noted. The descriptors attempt to describe performance in the written examination. Practical aptitudes reported separately via CBA.
22	These performance bands are an extension on what many TAFE teachers would like to see introduced to the TAFE competency based modules. There is a need for levels of competence, rather than a pass/fail dichotomy	Noted
16	Should there be different sets of bands according to whether a student attempts the generic, fabrication, etc course?	Nil. Examination focuses on common material and the performance bands reflect this.
21	They appear too demanding	Nil. Respondent agrees the descriptors adequately reflect the possible range.
21	A student does not necessarily fit all the dot points within a band, just because their exam mark places them there	Nil. Descriptor applies to 'Typical Performance'
15	Positive comment	Noted

3. Quantitative Analysis – Survey Report – Comments

3.6 Primary Industries

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
43	Descriptors should be more industry specific.	Framework covers a wide variety of industry sectors and the bands have been constructed to accommodate this.
43	They could also reflect broad competencies eg ability to work independently	The assessment outcomes for the units of competency undertaken by the student will provide this information. The performance scale reflects those competencies able to be assessed by a written examination
31, 34	Band 6 dot 4, questions the use of ‘operations’. The word implies practical component	Consider changing
34	Concerns that some of the descriptions refer to workplace performance rather than what is assessable in a written exam. Dots 1, 2, 4	Description refers to application of underpinning knowledge and understandings in a written examination context.
17	Difficult to place a student within a band	Cut scores for the examination will be determined through a consultative process by a panel of subject experts
1	Workplace health and safety, hazardous substances, handling emergency situations are areas that need emphasis	The performance bands are applicable to a variety of content areas and may draw on a number of units of competency in determining performance band outcomes

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
43	Need to be more industry specific	Framework covers a wide variety of industry sectors and the bands have been constructed to accommodate this.
1	Workplace health and safety, hazardous substances, handling emergency situations are areas that need emphasis	The performance bands are applicable to a variety of content areas and may draw on a number of units of competency in determining performance band outcomes

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
43	They need to be 'employer friendly'	They are intended for use by a diverse audience.
34	They need to be reviewed to simplify terminology	Nil. Language used is consistent with the lexicon developed for other courses
18	Strongly disagrees, Too much language, too 'woffly'	Nil. Language used is consistent with the lexicon developed for other courses
17	Language is not specific enough	Language used is consistent with lexicon developed for other courses
1	Concise and clear	Noted

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
43	Suggests having an introduction to each dot point eg Communication skills	The descriptor statements need to be interpreted in a holistic manner. Providing categories within the band descriptions is contrary to the style adopted for other courses
1	Strongly agrees	Noted

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
18	Need to be user friendly for teachers. Need to be simple, concise and clear	Consider changing
17	How will the assessment marks be generated to report using the bands?	Assessment marks will not be used in calculating the reported mark. Only the examination mark will be reported for the VET courses.

3. Quantitative Analysis – Survey Report – Comments

3.7 Retail Operations

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
55	Language usage, ‘extent’ etc	Standards will be clarified by samples of scripts at band cut-offs post 2001 HSC
27	Strongly agrees, but makes the point that they should only reflect the examination performance	Noted
62	Provide for an appropriate range of student performance	Noted

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
59	There are so many outcomes that trying to match them to performance descriptors is difficult	Descriptors attempt to describe ‘Typical performance’ in the examination
55	Syllabus doesn’t provide sufficient detail of the required depth of treatment	Syllabus requirements are detailed in part B of the syllabus
27	Superimposing performance bands on a competency based course is a contradiction	The performance bands will be used to report achievement in the optional examination for those students who wish the course to contribute to the UAI
62	The wording of the descriptions allow a broad range of competencies and understanding of work tasks to be examined	Noted

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
59	People will have different interpretations of 'sound', 'detailed' etc	Standards will be clarified by samples of scripts at band cut-offs post 2001 HSC
27	Language is too academic. Language needs to be simple and clear.	To be checked
3	Many students have problems understanding terminology	Noted
62	A definition of terms such as evaluation should be included to assist parents, employers etc.	Noted, but these terms are defined in the Board's glossary

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
61	Very good gradation	Noted

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
11	Highly supportive comment responding to the first four questions	Noted
60	The HSC mark should reflect development in the Retail course over Years 11 & 12, as well as a student's ability to answer questions in a 2 hour exam	The performance scale for VET courses attempts to describe performance in the Optional HSC examination. Information derived from CBA is reported separately

3. Quantitative Analysis – Survey Report – Comments

3.8 Tourism – Sales/Office Operations

Question 1		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>

Question 2		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>

Question 3		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>

Question 4		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>

Question 5		
<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>

3. Quantitative Analysis – Survey Report – Comments

3.9 General Responses

<i>Survey</i>	<i>Comment</i>	<i>Recommended action</i>
DET response	The criteria in the performance scales need to reflect the emphasis of the performance criteria in the competency standards.	The assessment outcomes for the units of competency will provide this information. The performance descriptions and associated HSC mark reflect the underpinning knowledge, understanding and key competencies as assessed by the optional HSC examination
DET response	The scales need to broadly distinguish results across the bands. Too many descriptors for each band can lead to a narrow focus for assessment and be too detailed to allow development of good quality assessment items.	Performance descriptions for the examinable HSC VET framework courses will be a useful tool for preparing the HSC examination paper and associated marking guidelines. Their main purpose however, will be as a reporting tool for summarising in a holistic manner the knowledge, skills and understandings typically demonstrated by students whose achievement places them in a particular band.
DET response	The critical issue is to identify what distinguishes each band.	Cut scores for the band boundaries will be determined through a consultative process by a panel of subject experts. A student's achievement mapped against standards will determine the mark each student receives. The standards will be exemplified by a standards package produced after the 2001 HSC. It is anticipated that the standards package will be similar to those produced for the 1999 School Certificate.

DET response	There is not sufficient supporting information for the users of these scales	This Office is currently engaged in work preparing further documentation to support the introduction of the reporting system for the New HSC, including the VET 240-hour courses. For the Framework courses, students, providers and other stakeholders will be issued with a suite of information relating to competency based assessment and HSC examination results including detailed information about performance bands.
DET response	There is a potential for wide discrepancy between the performance on these scales and competency against the AQF qualification.	In terms of the possibility of a potential a wide discrepancy between AQF competency outcomes and reported examination performance, this scenario, whilst theoretically possible, is unlikely as the optional examination will assess the underpinning knowledge, understanding and key competencies intrinsic to the 240-hour course
DET response	<p>There is a potential for misunderstandings of student achievement by employers.</p> <p>It is important to ensure that the competency assessment for the AQF qualification is valued equally with the HSC examination.</p> <p>The meaning of the examination results need to be clear.</p>	This Office is currently engaged in work preparing further documentation to support the introduction of the reporting system for the New HSC, including the VET 240-hour courses. For the Framework courses, students, providers and other stakeholders will be issued with a suite of information relating to competency based assessment and HSC examination results including detailed information about performance bands.