

2002 Higher School Certificate Standards Package

Introduction

In 2001 the Board of Studies introduced, as part of the Higher School Certificate, major changes to the way in which student achievement was reported. The Board determined that student performance in the examinations from 2001 onwards would be reported in relation to standards (or levels of achievement). Specifically, for 2 Unit courses students receive a mark (out of a maximum possible score of 100) and a place within a performance band. Six performance bands are used, with band 1 covering the range of marks from 0 to 49, band 2 covering from 50 to 59, band 3 covering from 60 to 69, band 4 covering from 70 to 79, band 5 covering from 80 to 89, and band 6 covering the range of marks from 90 to 100. With the exception of band 1, the level of achievement represented by each performance band is described in a statement summarising the knowledge and skills typically demonstrated by students who have achieved that performance band. There is no statement corresponding to band 1, which is considered to be below the minimum standard expected.

The new way of reporting student achievement is different from that previously used by the Board in that there is no predetermined proportion of students in any course who will be awarded each performance band. In this standards-referenced approach, students are awarded a particular band (and mark) if they demonstrate they have reached the performance standard associated with that band. Importantly, after the performance standards have been set, student achievement in the following years is reported in relation to the same standards. In this way, it is possible to make comparisons between the performances of students who have sat for the examinations in different years.

How the standards were set following the 2002 examinations for small language courses

Stage 1

The first step in the process was to have the judges individually study the materials in the 2001 HSC standards package – the band descriptions, the examination paper and marking guidelines, and the sample student scripts. By drawing on their professional experiences and understanding of their subject each judge used the packages to develop an understanding of the knowledge and skills typically possessed by students in each band. They developed an ‘image’ of these particular students.

The judges were then provided with a sample of student responses. They considered each examination question or section in turn. For every student in the given sample, each judge recorded the performance band that most appropriately described the work, and whether the work was towards a high, medium, or low level in that band. Each judge’s bands and levels for the student were then averaged across the whole examination. This average was the initial band and level allocated to the student. A similar process was followed for the other students in the sample.

Stage 2

The next step involved the judges meeting to compare and discuss the decisions they had made individually. Judges were also given statistical feedback as to how each of the sample students was ranked in terms of marks achieved on the whole examination and in terms of average band and level decisions across the whole paper. The judges reviewed

and discussed the statistical data. During these discussions they had the opportunity to modify any band and level decisions they had previously set. If the rankings in terms of marks were different to the rankings in terms of band and level judgements, the judges were not required to change their values: that is, the judges had the choice of whether to change or not. For each student, after all changes were made, the band and mark decisions proposed by the judges for each question were averaged. This average was the revised band and level allocated to the student.

At the conclusion of this process, the judges' revised band and level decisions were applied to the mark distribution from the examination and bands were allocated to students accordingly. This was done by selecting students from the judged sample that had consistent rankings between marks and judgements. The data from these selected students was then used to create a series of anchor points. Cut-off marks were determined from these anchor points, and these were set to the band borderline marks of 50, 60, 70, 80 and 90 that are shown on the performance scale. In this way the raw examination marks awarded to students are aligned to the performance scale. For example, a student who received a raw examination mark that was between the borderline between band 3 / band 4 and the borderline between band 4 / band 5 would receive a mark between 70 and 80 through a simple linear mapping process. In most cases, the examination mark reported will be different from the raw examination mark.

Note: speaking / conversation components (where applicable)

For those subjects that had a speaking or conversation component the judges performed the appropriate steps in the standards-setting procedure during, or as close as possible to, the marking of that component.

This package

A sample of student responses that were awarded low, medium and high marks in each band established by the judges for each question has been chosen to be included on this CD-ROM. In the case of those subjects with a speaking or conversation component, samples of these works have been included. Also provided are a copy of the 2002 examination paper and a copy of the band descriptions. A copy of the syllabus has also been provided for reference purposes. This material will form an essential part of the operation in future years by exemplifying and clarifying the standards that are applied. It is important to note that:

- the samples of student examination question responses and other works used in this standards package typify the standard of work produced by students at different levels in performance bands. They should not be regarded as exemplary responses, or be seen as typical of all students achieving a particular band.

Exemplar Samples

In addition to the student responses that illustrate the performance standards, some student responses that have received full marks for each question have been included. For each question in the examination where at least one student received full marks the response of one of these students has been provided. The exemplary responses demonstrate characteristics of responses that were awarded full marks. It must be remembered, however, that in some questions other students may have used different approaches to answering the question and still received full marks.

In some of the samples of responses to short-answer questions, the student's response exceeds the number of lines provided. The space set aside for students to write their answers has been judged by the examination committee as sufficient for all students to be able to fully answer the question. Equally, some samples of responses to extended-response questions are quite long. It is important to note that students' marks are based on how well they answer the question. Students who write beyond the allocated line limit or take a large number of pages to write their response are not penalised for doing so, except that they may have used valuable time in writing more than was required and they are not necessarily advantaged by doing so.

Note: speaking / conversation components (where applicable)

In some courses examiners have an active role in the speaking or conversation section of the examination. While examiners' styles and questions may have varied, it is the students' ability to speak the target language that has been assessed.

In addition, students have often used identifying details. To maintain anonymity, names, school names and suburb names have been edited out; this accounts for 'gaps' or stops in the recordings. In the speaking or conversation section, students are reminded the tape is not stopped during the examination and that it is acceptable to give personal details.

The Purpose of the CD-ROM

The CD-ROM is designed to serve three purposes:

- to equip the team of judges, who will have the task of determining what examination marks will represent the borderlines between the performance bands for future examinations, with clear and concrete information showing the standards they are to apply
- to give teachers and students a clearer understanding of the standard of work required of students in order to achieve each performance band
- to give teachers an understanding of the quality of work a student would need to produce in order to obtain full marks for a question.

The structure of the material

For each section of the examination requiring an extended response, the responses of up to three students whose work was of the standard typical of students placed at the high level, medium level and low level of band 6 are provided. The responses of up to three students whose work was typical of students at the high, medium and low levels of band 5, band 4, band 3, band 2, and band 1 have also been provided. This material is organised in such a way that if a particular section or question from the test paper is selected, and then a particular band and level selected, it is possible to view, in turn, the responses of each of the students in that band.

How it can be used

By looking at each question students were required to answer and then studying the responses of the students, teachers will gain a very clear understanding of the standard of work typically produced by students at the borderline between each band. This understanding will be further enhanced when teachers re-read the band descriptions used to report student achievement and match these descriptions to their images of students at each borderline.

Teachers can look at the questions students were required to answer (and in the case of Listening sections listen to the stimulus material), study the actual responses students provided and then read the corresponding band descriptions to ascertain why the work of these students was typical of that demonstrated by students placed in that band and that level within the band.