



**B O A R D O F S T U D I E S**  
**N E W S O U T H W A L E S**

## **ACTION PLANS**

**Related to the Recommendations  
in the Masters Report**

**Status Document**

**October 10 2002**

**RECOMMENDATION 1: Ensure better dissemination of the reasons for, and nature of, sampling of content and outcomes in HSC examinations.**

| Action(s):   | By when:                                      | By whom:  | Status :  |
|--|---|---|---|
| <p><b>Provide clarification for schools of the Board's principles on representative sampling in examinations including ;</b></p> <ul style="list-style-type: none"> <li>▪ <b>definition of what is meant by a representative sample of outcomes and content</b></li> <li>▪ <b>explanation of the reasons for sampling.</b></li> </ul> <p><b>Publish for schools:</b></p> <p style="padding-left: 40px;"><b>May Board Bulletin</b></p> <p style="padding-left: 40px;"><b>HSC newsletter 1</b></p> | <p><b>May 2002</b></p> <p><b>May 2002</b></p> | <p><b>Manager Assessment</b></p> <p><b>Manager Assessment</b></p> | <p><i>Article published in May Board Bulletin</i></p> <p><i>Article published in Newsletter 1</i></p> |

**RECOMMENDATION 2: Include in the Board’s examination development process explicit checks on the adequacy of sampling and on the level of detail assessed in each examination.**

| Action(s):   | By when:                         | By whom:                         | Status:  |
|--|----------------------------------|----------------------------------|--|
| <p><b>Include new checks in the examination development process to check specifically the representative nature of samples of outcomes and content.</b></p>  | <p><b>April / May</b></p>        | <p><b>Manager Assessment</b></p> | <p><i>Now in place</i></p>   |
| <p><b>Initiate checking by Board inspector.</b></p>  | <p><b>April / May</b></p>        | <p><b>Manager Assessment</b></p> | <p><i>Now in place</i></p>   |
| <p><b>Monitor new checking process.</b></p>  |                                  |                                  | <p><i>Weekly monitoring of checking process conducted.</i></p>   |
| <p><b>Ensure that committees follow the procedures for developing questions and marking guidelines concurrently, including supplying a draft sample answer. This procedure should identify questions that are too narrow or too broad.</b></p> | <p><b>April / May</b></p>        | <p><b>Manager Assessment</b></p> | <p><i>Now in place. Monitored throughout drafting of paper and marking guidelines.</i></p>                         |
| <p><b>Ensure that all committees for 2002 are aware that questions must be mapped directly to syllabus outcomes and where appropriate use directive verbs from the Board’s key terms.</b></p>  | <p><b>April / May</b></p>        | <p><b>Manager Assessment</b></p> | <p><i>Now in place. Mapping document completed by committee and signed off and checked by Board Inspector.</i></p> |
| <p><b>Remind teachers that in order to avoid predictability questions will focus on specific areas or broader overviews of topics. Students need to be prepared for both types of questions.</b></p>   | <p><b>May Board Bulletin</b></p> | <p><b>Manager Assessment</b></p> | <p><i>Articles published in Board Bulletin and Newsletter 1</i></p>  |
|  | <p><b>May Newsletter</b></p>     |                                  |  |

**RECOMMENDATION 3: Further clarify its rationale for the Glossary of Terms and its intentions and processes for the use of the Glossary in developing examination questions and marking student work.**

| Action(s):  | By when:  | By whom:  | Status:  |
|---|---|---|--|
| <p><b>Develop an explanatory document to assist teachers with a clear explanation of how the terms will be used in the Board's examinations and tests, and how they can be used to relate to different levels of achievement. Affirm the place and importance of the language of the subject.</b></p> <p><b>Develop and provide some course specific examples of the application of the glossary of terms</b></p> | <p><b>May Board Bulletin Article</b></p> <p><b>May New HSC newsletter</b></p> <p><b>June 2002</b></p> | <p><b>Manager Assessment</b></p> <p><b>Manager Assessment</b></p> | <p><i>Article published in May Board Bulletin</i></p> <p><i>Article in newsletter 2</i></p> <p><i>Consultation planned following distribution of newsletter 2 to assess need for course specific advice.</i></p> <p><i>Feedback suggests current advice is sufficient.</i></p> |

**RECOMMENDATION 4: Provide an explanation of the ‘question scaling’ process designed to adjust for unintended differences in the difficulties of optional questions.**

| <p><b>Explanation:</b> There were complaints that in some examinations optional questions were not of comparable levels of difficulty. Assuring greater parity between optional questions can be achieved by the quality of the questions and if necessary through inter-question scaling.</p>  |                               |  |   |
|---|-------------------------------|--|---|
| <b>Action(s):</b>   | <b>By when:</b>               | <b>By whom:</b>  | <b>Status:</b>  |
| <p><b>Provide further advice to schools on question scaling techniques which may be used to assist comparability in optional questions.</b></p>   |                               |  |   |
| <p><b>Develop advice that:</b></p> <ul style="list-style-type: none"> <li>affirms the Board’s quality assurance processes in achieving comparability as far as possible through question design and marking guidelines with similar criteria</li> <li>outlines the use of question scaling techniques to adjust for unintended differences</li> </ul> | <p>May New HSC Newsletter</p> | <p>Manager Assessment</p> <p>Director Information Services</p> | <p><i>Article in Newsletter 2</i></p>                                     |
| <p><b>In conjunction:</b></p> <p>Assist committees in developing optional questions to assure greater parity.</p>   | <p>During exam setting</p>    | <p>Manager Assessment</p>                                      | <p><i>In place. Assistance provided.</i></p>                              |
| <p>Focus checks by the independent assessor to identify questions considered to be easier or harder than other optional questions.</p>  | <p>End of May</p>             | <p>Manager Assessment</p>                                      | <p><i>Comparable difficulty of optional questions check in place.</i></p> |
| <p>Ensure focus checks by the supervisor of marking to ensure marking guidelines allow comparable marks to be awarded to optional questions.</p>  | <p>End of May</p>             | <p>Manager Assessment</p>                                      | <p><i>Comparable marking criteria check in place.</i></p>                 |

**RECOMMENDATION 5: Explore the feasibility of appointing a chief examiner responsible for both the setting and oversight of the marking of the examination paper in each course;**

| Action(s):  | By when:                  | By whom:   | Status:  |
|---|---------------------------|--|--|
| <p><b>Determine the role of a Chief Examiner for the 2003 examinations: consider models from other states and develop draft role statement.</b></p>                       | <p><b>June 2002</b></p>   | <p><b>Manager, Assessment Director, Examinations and Certification</b></p> | <p><i>Role statement approved May Board meeting.</i></p> <p><i>Selection process for 2003 completed.</i></p>   |
| <p><b>In 2002, affirm the role of the examination committee chair in developing marking guidelines and implementing them in the marking centre.</b></p>                   | <p><b>May 2002</b></p>    | <p><b>Manager, Assessment Director, Examinations and Certification</b></p> | <p><i>Marking guidelines developed and reviewed concurrently with examination paper led by Examination Chair.</i></p> <p><i>SOM briefings provided forum for discussion of Exam Chair role in 2002. 90+% of exam chairs will also be appointed to marking this year.</i></p> |
| <p><b>Develop detailed steps that the chair of the examination committee is required to take in confirming the marking guidelines and schemes to be used in 2002.</b></p> | <p><b>August 2002</b></p> | <p><b>Manager, Assessment Director, Examinations and Certification</b></p> | <p><i>Involvement of Exam Chairs included in SOMs QA plans.</i></p>  |

**RECOMMENDATION 6:**            **Develop still closer integration of the examination development process and the process for revising marking guidelines, developing marking schemes and identifying benchmark scripts.**

| Action(s):   | By when:                | By whom:  | Status:  |
|--|-------------------------|---|--|
| <b>Affirm and monitor process for all Supervisors of Marking to be involved in the marking guideline development process.</b>  | <b>April 2002</b>       | <b>Manager, Assessment Director, Examinations and Certification</b> | <i>Supervisors of Marking have reviewed marking guidelines at draft paper review stage</i>   |
| <b>Clarify the role of Supervisor of Marking in the development and sign-off of marking guidelines and where the steps require their involvement.</b>  | <b>April 2002</b>       | <b>Manager, Assessment Director, Examinations and Certification</b> | <i>Debrief forums with Supervisors of Marking have been conducted as prelude to enhanced process</i><br><br><i>Issues clarified and discussed at SOM briefings</i> |
| <b>Support committees in the development of marking guidelines by providing feedback from 2001 marking</b>   | <b>April 2002</b>       | <b>Manager, Assessment</b>  | <i>Completed</i>   |
| <b>Ensure that committees brief supervisor of marking about the intention of questions and marking guidelines and that supervisors of marking consider other possible variations on the sample answer provided by the committee. This procedure should identify during question setting sample answers that are too narrow or too broad.</b> | <b>May 2002 onwards</b> | <b>Manager, Assessment Director, Examinations and Certification</b> | <i>Completed</i>   |
| <b>Increase liaison between examination committee chair and supervisor of marking at time of sign-off prior to the exam.</b>   | <b>From July 2002</b>   | <b>Manager, Assessment Director, Examinations and Certification</b> | <i>Completed</i>   |

| Action(s):   | By when:                          | By whom:  | Status:  |
|--|-----------------------------------|---|--|
| <p><b>Include a check in the supervisor of marking quality assurance plan that addresses quality and flexibility of marking guidelines</b></p>           | <p><b>May 2002</b></p>            | <p><b>Director, Examinations and Certification</b></p>                                  | <p><i>Included. Training for the revised quality assurance plan was a major item at the Supervisor of Marking briefing 22 May-4 June</i></p> <p><i>Supervisors of marking have submitted QA plans for each marking program. These are currently being reviewed and feedback is being provided.</i></p> |
| <p><b>Review advice to SOMs on the application of marking guidelines.</b></p>  | <p><b>June - Marking 2002</b></p> | <p><b>Manager, Assessment Director, Examinations and Certification</b></p>              | <p><i>Focus sessions conducted at the Supervisors of Marking major training days 22 May – 4 June</i></p>   |
| <p><b>Ensure involvement of examination committee chair at each appropriate stage of marking.</b></p>  | <p><b>Marking 2002</b></p>        | <p><b>Director, Examinations and Certification<br/>Manager, Assessment</b></p>          | <p><i>Processes developed, and reflected in Supervisor of Marking plan and QA plan.</i></p>  |
| <p><b>Develop revised statement of duties for examination committee chair detailing their responsibilities at each stage of marking and judging.</b></p> |                                   | <p><b>Director Information Services and Director Examinations and Certification</b></p> | <p><b>Completed</b></p>  |



**RECOMMENDATION: 7**

**Continue to explore ways of enhancing the processes of pilot testing and adjusting marking guidelines, developing more detailed marking schemes (where appropriate) and identifying benchmark scripts.**

| Action(s):  | By when:                     | By whom:  | Status:  |
|---|------------------------------|---|--|
| <p><b>Review the training of Supervisors of Marking in relation to the processes for changing and elaborating guidelines. Supervisors of Marking briefing to include examples of best practice during 2001.</b></p> | <p><b>May</b></p>            | <p><b>Director, Examinations and Certification</b></p>                            | <p><i>Focus sessions conducted at SOM briefings. Experienced SOMs conducted best practice workshops.</i></p>   |
| <p><b>Brief Supervisors of Marking to emphasise the need for selection of a sufficiently wide range of benchmark responses and the development of marking schemes to support the marking guidelines.</b></p>        | <p><b>May onwards</b></p>    | <p><b>Director, Examinations and Certification</b></p>                            | <p><i>Focus sessions conducted at SOM briefing days.</i></p> <p><i>Additional advice to Supervisors of Marking on the process for pilot testing guidelines, developing marking schemes, and selection and annotation of guidelines in development.</i></p> <p><i>Additional benchmark material for practical marking approved.</i></p> |
| <p><b>Ensure Senior Markers provide a clear articulation of the basis for the selection of benchmarks.</b></p>  | <p><b>During marking</b></p> | <p><b>Director Examinations and Certification<br/>Supervisors of Marking</b></p>  | <p><i>Planning and documentation for Supervisors of Marking briefing have been re-written to reflect these actions.</i></p>  |
| <p><b>Consistent with best practice in 2001, review and amend the documentation of the process for alteration of guidelines in Senior Marker and Marker briefing notes.</b></p>                                     | <p><b>May onwards</b></p>    | <p><b>Director, Examinations and Certification<br/>Supervisors of Marking</b></p> | <p><i>Planning and documentation for Supervisors of Marking briefing have been re-written to reflect these actions.</i></p>  |

| Action(s):   | By when:                     | By whom:  | Status:   |
|--|------------------------------|---|---|
| <p><b>Improve communication strategies to ensure that all markers understand the processes that the Supervisors of Marking and senior markers have used in finalising and confirming marking guidelines.</b></p> | <p><b>May onwards</b></p>    | <p><b>Director, Examinations and Certification<br/>Supervisors of Marking</b></p> | <p><i>Best practice workshops conducted at Supervisors of Marking briefing sessions. Documentation for senior markers and markers reviewed and to be updated.</i></p> |
| <p><b>Development of a handbook for markers and a separate handbook for senior markers to enhance understanding of the process leading up to marking.</b></p>  | <p><b>July - Sept</b></p>    | <p><b>Director, Examinations and Certification</b></p>                            | <p><i>Completed</i></p>   |
| <p><b>Communicate enhanced process to be used in 2002 to schools and teachers.</b></p>   | <p><b>September</b></p>      | <p><b>Director, Examinations and Certification</b></p>                            | <p><i>Commenced at Supervisor of Marking briefing</i></p> <p><i>HSC newsletter 5, due in schools in early Sept will focus on marking procedures.</i></p>              |
| <p><b>Senior marker and marker briefings to provide marking centre specific information about processes used to amend and confirm marking guidelines</b></p>   | <p><b>During marking</b></p> | <p><b>Director, Examinations and Certification</b></p>                            |   |

**RECOMMENDATIONS 8 and 14: Cease using the term ‘bands’ and refer instead to HSC mark ranges.  
Remove references to ‘bands’ from reports and not report percentages in bands.**

| <b>Explanation: These recommendations are designed to place a greater (and more appropriate) emphasis upon the descriptions of what students at each performance standard know and can do, rather than create bands as an additional label or grade.</b> |                     |                                       |   |
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| <b>Action(s):</b>  | <b>By when:</b>     | <b>By whom:</b>                       | <b>Status:</b>  |
| <b>Take action to cease using the term “bands” and refer instead to HSC mark ranges.</b>   | <b>For 2002 HSC</b> | <b>Director, Information Services</b> |   |
| <b>Report to the Board on the implications of these recommendations.</b>   | <b>May 2002</b>     | <b>Director, Information Services</b> | <i>May Board meeting decided to retain the use of the term bands and distribute advice on the appropriate and inappropriate use of the term.</i><br><br><i>It also decided to continue to report the proportions of students achieving each standard of performance</i> |
| <b>Distribute advice to schools on the appropriate use of the term “bands”</b>   | <b>June 2002</b>    | <b>Director, Information Services</b> | <i>Advice prepared for letter to principals and HSC Newsletter 3 article.</i>   |

**RECOMMENDATION 9:** For courses with unusually low or unusually high percentages of students in Bands 5 and 6 in 2001, investigate possible explanations and makes changes to future processes if appropriate

| <b>Explanation:</b> The report identifies (Table 5.1) a number of courses where the proportions of students in Band 5 and/or Band 6 may be anomalous   |                 |  |  |
|--|-----------------|--|--|
| <b>Action(s):</b>  | <b>By when:</b> | <b>By whom:<br/>Position Responsible</b> | <b>Status:</b>   |
| Analyse the examination data and materials relating to those courses listed in Table 5.1 in conjunction with experienced teachers and academics to determine the reasons for the 2001 proportions and report to the Board. | July 2002       | Director, Information Services           | <i>Project is underway. Teams of teachers are reviewing course material and student responses from 2001 to identify reasons for band proportions.</i>  |
| Provide advice to the Board on the findings and, if relevant, what changes need to be made for the 2002 HSC in order to achieve a more appropriate outcome.  | August 2002     | Director, Information Services           | <i>Report provided to August Board meeting on courses with unusually low % in high bands and recommendations accepted.</i><br><br><i>Findings from English (Advanced) research considered at Consultative Committee meeting in Sept.</i><br><br><i>English issues identified as being covered by adjustments for all courses already introduced for 2002 in setting, marking and judging</i> |

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|  |                          |                                   | <p><i>Advice to go to October Board meeting.</i></p> <p><i>All courses where unusually high or low %s in high bands in 2001 will be monitored during the 2002 program.</i></p> |
| <p><b>Rework and workshop Software Design and Development performance descriptions for use in 2002 standards setting process</b></p> | <p><b>Sept / Oct</b></p> | <p><b>Manager Assessment</b></p>  | <p><i>In progress</i></p>  |
| <p><b>Add descriptions related to communication skills to Engineering Studies performance descriptions</b></p>                       | <p><b>Sept / Oct</b></p> | <p><b>Manager Assessment</b></p>  | <p><i>In progress</i></p>  |
| <p><b>Investigate possible review of Studies of Religion syllabus</b></p>  | <p><b>2003</b></p>       | <p><b>Director Curriculum</b></p> |  |

**RECOMMENDATIONS 10 and 11:** Investigate methods currently used to place Standard and Advanced English results on the same scale with a view to using only one method for HSC reporting and UAI purposes from 2002.

Investigate the feasibility of using the judging process to establish one set of cut-off marks on the common scale for Standard and Advanced English.

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| <p><b>Explanation:</b> In 2001 student performance on the common paper was used to place the marks in Standard and Advanced English on the same scale prior to the calculation of the UAI. The relativity between the marks for these courses reported by the Board was established through the judging process. Geoff Masters has suggested a further technical model for placing the marks on a common scale and hence, establishing the relativities between the Standard and Advanced courses</p> |                  |                                       |  |
| <b>Action(s):</b>   | <b>By when:</b>  | <b>By whom:</b>                       | <b>Status:</b>   |
| <p>Using data from the 2001 examinations conduct a technical evaluation of the three methods and prepare a report for the HSC Consultative Committee.</p>   | <p>May 2002</p>  | <p>Director, Information Services</p> | <p><i>Research conducted and report prepared.</i></p> <p><i>Paper to the HSC Consultative Committee in July for preparation of advice to the Board</i></p>   |
| <p>Present recommendations to the Board as to the most appropriate way to proceed.</p>  | <p>June 2002</p> | <p>Director, Information Services</p> | <p><i>Progress report to the August 6 Board meeting.</i></p> <p><i>Paper discussed further at Sept Consultative Committee meeting. Committee advised that no change need be made to the procedures used in 2001. It indicated it would continue to monitor the outcomes of the 2002 operation.</i></p> |

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| <p><b>Hold discussions with the Technical Committee on Scaling if any changes are required to current practices.</b></p> | <p><b>September 2002</b></p> | <p><b>Director, Information Services</b></p> | <p><i>N/A</i></p> |
| <p><b>Modify the Board's procedures and systems to accommodate any changes that are required.</b></p>                    | <p><b>September 2002</b></p> | <p><b>Director, Information Services</b></p> | <p><i>N/A</i></p> |

**RECOMMENDATION 12: Investigate whether there are subjects in which it might be desirable to report results in an extension course on the same scale as the 2 unit course.**

| <b>Explanation: Do extension courses build on and go beyond the scope of 2-unit courses, are they simply “more of the same”, or do they represent a different, although related, body of knowledge and skills and hence, a different dimension in the subject area?</b>   |                    |  |  |
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| <b>Action(s):</b>   | <b>By when:</b>    | <b>By whom:</b>  | <b>Status:</b>   |
| <p><b>Establish a research project involving experienced teachers/academics to commence an evaluation of the extension courses to ascertain</b></p> <ul style="list-style-type: none"> <li>the scope of each extension course</li> <li>how the course relates to the base 2-unit course</li> <li>whether student achievement in that course should be reported on a separate scale or whether it should be reported as an extension of the existing scale.</li> </ul> | <b>April 2002</b>  | <b>Director, Curriculum<br/>Director, Information Services</b> | <p><i>Research program established</i></p> <p><i>A paper outlining the scope of this project and the methodology has been prepared and will be submitted to a meeting of the HSC Consultative Committee in July.</i></p> |
| <b>Conduct a statistical analysis using the Rasch model to put each question task across the 2 unit and extension examination on a common scale and represent this graphically.</b>   | <b>May 2002</b>    | <b>Director, Information Services</b>                          | <i>Statistical analysis of data from the 2001 HSC examination and investigation of relative difficulties of questions has been undertaken.</i>   |
| <b>Investigate the relative difficulties of each question/task and of the typical ability level of borderline students in each course</b>   | <b>June 2002</b>   |  |  |
| <b>Teachers and academics will review the materials in the relevant standards packages to ascertain whether the samples chosen to represent borderlines between the performance bands in the two courses represent the same or different standards of performance.</b>  | <b>July 2002</b>   | <b>Director, Information Services, Director, Curriculum</b>    | <i>Scope and outline of the project completed. Methodology in development.</i>   |
| <b>Report the findings to the Board.</b>  | <b>August 2002</b> | <b>Director, Information Services</b>                          | <i>Progress report to August Board meeting.</i>  |



|  |  |   |  |
|--|--|---|--|
| <p><b>Develop revised performance descriptions and advice to schools, if required.</b></p> <p><b>Implement any changes to the reporting procedures and scales for the 2003 HSC examinations if required.</b></p> |  | <p><b>Manager, Assessment</b></p> <p><b>Director, Information Services, Manager, Assessment</b></p> | <p><i>Report considered by the Consultative Committee in September.</i></p> <p><i>Statistical analysis conducted did not support the notion of a single scale to report student achievement in 2 unit and extension courses. Further consideration of this issue should be undertaken following the 2002 examinations.</i></p> <p><i>Further report to go to October Board meeting .</i></p> |
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**RECOMMENDATION 13: Explore the possibility of using direct comparisons of examination questions in different years to enhance year-to-year comparability of HSC marks.**

| <b>Explanation: As a check on the comparability of HSC marks from year to year the Board could explore the possibility of using the direct ‘pair-wise’ comparisons between the examination questions of two different examinations. This approach, if performed independently, could serve as a useful validation of the judging process used to set cut-off marks.</b> |                      |                                       |  |
|---|----------------------|---------------------------------------|--|
| <b>Action(s):</b>   | <b>By when:</b>      | <b>By whom:</b>                       | <b>Status:</b>   |
| <b>Establish a process for performing such a procedure as a validation check on the outcomes of the judging process.</b>  | <b>May 2002</b>      | <b>Director, Information Services</b> | <i>A procedure has been devised, documented and prepared for use by exam chairs.</i>   |
| <b>Develop and document a procedure for performing pair wise comparison using the HSC examinations and select courses to be included.</b>   | <b>May 2002</b>      | <b>Director, Information Services</b> |  |
| <b>Train exam chairs in use of the procedures.</b>  | <b>Aug/Sept 2002</b> | <b>Director, Information Services</b> | <i>Exam chair training scheduled.</i>  |
| <b>Have exam chairs apply the procedure and record their results and observations. Store the results securely</b>   |                      | <b>Director, Information Services</b> | <i>Examination Chairs for approx 15 courses have been trained and have performed their task. The outcomes of their work will be considered by the Consultative Committee in December</i> |
| <b>Compare the results from the two procedures and report the outcomes to the HSC Consultative Committee.</b>   | <b>December 2002</b> | <b>Director, Information Services</b> |  |

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| <b>Report the findings to the Board with recommendations for possible modifications to the way this check is used and whether to proceed with wider implementation in 2003.</b> | <b>February 2003</b> | <b>Director, Information Services</b> |  |
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**RECOMMENDATION 15:** Continue efforts to explain the nature of the scale on which new HSC results are reported and to show how differences between past and current HSC marks can be understood in terms of the changed scale.

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|--|------------------|---------------------------------------|---|
| <b>Explanation: Further work needs to be done to explain the meaning of the reporting scales established to report student achievement and to make it clear that comparisons between the old and new approaches need to be made with care.</b> |                  |                                       |   |
| <b>Action(s):</b>  | <b>By when:</b>  | <b>By whom:</b>                       | <b>Status:</b>  |
| <b>Prepare further advice for schools and the public to explain the meaning of the reporting scales used as part of the New HSC.</b>   | <b>May 2002</b>  | <b>Director, Information Services</b> | <i>Article drafted for inclusion in Newsletters 3/4 to be published in early late July and early August</i> |
| <b>Prepare materials to assist Principals and BOSLOs to explain the scale to community groups</b>  | <b>July 2002</b> |                                       | <b>Completed</b>  |

**RECOMMENDATION 16: Monitor the possibility that the number of students achieving low standards in a course will be increased by the decision to assign a mark of 50 to students achieving the minimum standard expected.**

| <p><b>Explanation: Some respondents raised the possibility that some students may be tempted to under-perform as simply performing to the minimum standard expected will provide a mark of 50 (rated as a ‘pass’ by some).</b></p>  |  |   |         |
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| Action(s):  | By when:   | By whom:  | Status: |
| <p><b>The Office of the Board will monitor the proportions of students achieving the minimum standard expected to determine whether there is any tendency for students to simply target the minimum standard expected.</b></p> <p><b>Subject representatives associated with the examination setting, examination marking and judging processes will be used to provide advice on whether the minimum standard is still appropriate or whether a re-calibration of the performance scale is appropriate.</b></p> <p><b>Provide the consultative committee with a report on the proportion of students in band 1 in each course</b></p> <p><b>Advice will be provided to the Board as to whether the minimum standard expected needs to be re-established for any courses.</b></p> | <p><b>December 2002 and 2003 (as part of the Consultative Committee process)</b></p> <p><b>December 2002 and 2003 (as part of the Consultative Committee process)</b></p> <p><b>December 2002</b></p> <p><b>February 2003/ February 2004</b></p> | <p><b>Director, Information Services</b></p> <p><b>Director, Information Services</b></p> <p><b>Director, Information Services</b></p> <p><b>Director, Information Services</b></p> |         |

**RECOMMENDATION 17:** Continue efforts to ensure that described standards in all courses can be used with both examinations and school assessments.

| <b>Explanation: Band descriptions may need to be expanded over time to include learning outcomes that can be assessed by examination and also outcomes that can be assessed only in school settings</b>                        |                     |                            |                                  |
|--|---------------------|----------------------------|----------------------------------|
| <b>Action(s):</b>  | <b>By when:</b>     | <b>By whom:</b>            | <b>Status:</b>                   |
| <p><b>Learning outcomes that are currently only assessed as part of the school assessment program and hence are not referred to currently in the band descriptions are being identified</b></p>                                | <b>July, 2002</b>   | <b>Manager, Assessment</b> | <i>Identification completed.</i> |
| <p><b>Prepare revised statements for review by subject experts</b></p>   |                     |                            | <i>In progress</i>               |
| <p><b>A process will be established whereby experienced subject representatives will prepare statements for inclusion in the performance descriptions to describe appropriate levels of achievement in those outcomes.</b></p> | <b>October 2002</b> | <b>Manager, Assessment</b> | <i>In progress</i>               |

**RECOMMENDATION 18:** Continue to consider how standards packages, professional development activities and consensus moderation exercises can be used to enhance understandings of achievement standards and the comparability of school assessment marks.

| <b>Explanation: Strategies need to be developed to enable teachers to better understand the HSC standards and school assessment programs</b>   |                   |                                       |  |
|--|-------------------|---------------------------------------|--|
| <b>Action(s):</b>  | <b>By when:</b>   | <b>By whom:</b>                       | <b>Status:</b>   |
| <b>Develop advisory materials and information to assist teachers and the public to understand the standards established for the New HSC.</b>   | <b>April 2002</b> | <b>Director, Information Services</b> | <i>Materials prepared.</i>   |
| <b>Support the educational sectors and professional teachers' associations in developing and implementing professional development activities that improve teachers' understanding of the HSC standards.</b> | <b>May 2002</b>   | <b>Board Senior Officers BOSLOs</b>   | <i>Meetings and training activities around student packages have been conducted.</i><br><br><i>Teachers, consultants and advisors from the educational sectors are now in a position to deliver further professional development sessions.</i> |

**RECOMMENDATION 19:** From 2002, provide a report of the marks in each course corresponding to some selected percentile points.

| <b>Explanation: Replace the reporting of the percentages of students achieving each band in a course (Rec 14) by providing a report showing the marks in each course that correspond to particular percentile bands</b>   |                        |  |  |
|---|------------------------|--|--|
| <b>Action(s):</b>   | <b>By when:</b>        | <b>By whom:</b>                              | <b>Status:</b>   |
| <p><b>The Board accepts the recommendation in principle while acknowledging the need to consult widely including with systems, schools and principals' associations.</b></p> <p><b>The Office will:</b><br/> <b>Provide advice to the Board about the most appropriate manner of reporting this information</b></p> | <p><b>May 2002</b></p> | <p><b>Director, Information Services</b></p> | <p><i>The Board decided to investigate appropriate ways of using the marks corresponding to key percentile points in the course mark distributions to report and monitor student achievement.</i></p> <p><i>Paper has been prepared on ways in which additional reports based on the use of percentile bands could be produced.</i></p> <p><i>Report to August Board advising not to proceed for public reporting.</i></p> |



|   |                               |  |   |
|---|-------------------------------|--|---|
| <p><b>Approach being further investigated for internal monitoring reports</b></p> | <p><b>Sept / Oct 2002</b></p> | <p><b>Director, Information Services</b></p> | <p><i>A statistical procedure has been devised for monitoring whether there had been a significant change in the distribution of bands between years. This approach will also provide the Consultative Committee with information as to whether it might give further consideration to the distribution of bands in a course in any particular year</i></p> |
|---|-------------------------------|--|---|

**RECOMMENDATION 20:** Continue to work with tertiary institutions and authorities to ensure that students, parents and teachers understand the relationship between new HSC marks and the UAI.

| <b>Explanation:</b> Many students were disappointed when they received their UAIs because of high expectations built up as a result of their HSC marks.   |                       |  |   |
|---|-----------------------|--|---|
| <b>Action(s):</b>   | <b>By when:</b>       | <b>By whom:</b>  | <b>Status:</b>  |
| <b>Prepare additional advisory materials in conjunction with the tertiary institutions that explain in simple terms the differences between the marks reported for achievements in courses studied and the rank (UAI) calculated by the universities as a selection device.</b> | <b>May 2002</b>       | <b>Director, Information Services, Manager Public Affairs and Planning in conjunction with Tertiary Institutions</b> | <i>Article in Newsletters 3 / 4<br/>In schools late July / Early September.</i> |
| <b>Prepare powerpoint slides for use by year 12 advisers with students</b>  | <b>August 2002</b>    | <b>Manager Public Affairs and Planning</b>   | Completed   |
| <b>Prepare parent newsletter article explaining the difference between HSC results and the UAI early September.</b>   | <b>September 2002</b> | <b>Manager Public Affairs and Planning</b>   | <i>Completed</i>  |
| <b>Prepare flyer for inclusion in each student's HSC portfolio package explaining the difference between their HSC mark and their UAI rank. in September.</b>   | <b>September 2002</b> | <b>Manager Public Affairs and Planning</b>   | <i>In progress</i>  |
| <b>Prepare further advice to students for inclusion in notification of results by mail.</b>   | <b>December 2002</b>  | <b>Manager Public Affairs and Planning</b>   |   |
| <b>Work with educational interest groups and associations to ensure that teachers, students and members of the public understand the differences between the two sets of information.</b>   | <b>Ongoing</b>        | <b>Senior Officers</b>   | <i>Meetings with interest groups held from June onwards.</i>                    |

**RECOMMENDATION 21:** Establish procedures for setting marking schemes and briefing markers to ensure that appropriate levels of discrimination between the performances of the top students are determined in courses where the performances of many students are of a standard beyond that normally achieved by secondary school students

|  |                 |   |   |
|--|-----------------|---|---|
| <b>Explanation:</b> This issue was raised in the HSC Consultative Committee Report and the Executive Members Report and relates to Master's recommendation 12. |                 |   |   |
| <b>Action(s):</b>  | <b>By when:</b> | <b>By whom:</b>                         | <b>Status:</b>  |
| Analyse data and materials from 2001 HSC examinations in such courses in conjunction with subject representatives.   | May 2002        | Director Examinations and Certification | <i>Courses identified and data collected.</i>   |
| Develop briefing notes and materials for markers in those courses.   | June 2002       | Director Examinations and Certification | <i>Initial meeting of committee 21/6/02.</i><br><br><i>Review of student work completed.</i><br><br><i>Report back conducted. Report in preparation</i> |
| Monitor the application of marking guidelines during the 2002 HSC marking operation  | Oct-Dec 2002    | Director Examinations and Certification |   |

**RECOMMENDATION 22: Consider the relationship between the performance scales for beginners and continuers languages courses to ascertain the feasibility of using a single scale for the two courses**

| <b>Explanation: raised during the Consultative Committee discussions; relates to issues by Masters concerning the use of common scales.</b> |                 |                                |  |
|---|-----------------|--------------------------------|--|
| <b>Action (s):</b>  | <b>By when:</b> | <b>By whom:</b>                | <b>Status:</b>   |
| Analyse the data and materials from the 2001 HSC examinations in these courses.   | May 2002        | Director, Information Services | <i>Interim report being prepared for July meeting of the HSC Consultative Committee</i>  |
| Undertake consultation with subject representatives concerning the appropriateness of a single scale.                                       | June 2002       | Director, Information Services |  |
| Undertake a research study involving placing student performance in the beginners and continuers courses on the same scale.                 | July 2002       | Director, Information Services | <i>Subject representatives are providing advice.</i><br><br><i>Progress report to August Board meeting</i>   |
| Present a report to the Board.  | October 2002    | Director, Information Services | <i>Final report to October Board meeting will indicate that it is not appropriate to report student achievement in the Beginners and Continuers courses on the same scale.</i> |

**MATTERS RAISED IN THE TEXT:**     ‘Concern...that there had been an overall increase in the language demands of some examinations.’ (p 24)

| Action(s):   | By when:                | By whom:                         | Status:   |
|--|-------------------------|----------------------------------|---|
| <p><b>Review the language demands of Science and Technology examinations</b></p> | <p><b>June 2002</b></p> | <p><b>Manager Assessment</b></p> | <p><i>Each examination is reviewed for plain English by an independent copy editor.</i></p> <p><i>Additional checks of Science and TAS examinations to ensure language is consistent with syllabus.</i></p> <p><i>Review undertaken and necessary revisions to questions completed.</i></p> |

**MATTERS RAISED IN THE TEXT:** ‘Concern...that some syllabuses, particularly in sciences, currently contain too much content.’ (p 27)

| Action(s):  | By when:                      | By whom:                           | Status:                       |
|---|-------------------------------|------------------------------------|-------------------------------|
| <p><b>Clarify the intention of expressions of content in science syllabuses with a view to reducing the openness of some of the content for 2003 HSC exams.</b></p> | <p><b>May 2002</b></p>        | <p><b>Director, Curriculum</b></p> | <p><i>Completed</i></p>       |
| <p><b>Identify content in science syllabuses that may be set aside from preliminary courses in 2003 and HSC courses in 2004.</b></p>                                |                               | <p><b>Director, Curriculum</b></p> | <p><i>Project ongoing</i></p> |
| <p><b>Academics to consider the content that has been identified for setting aside to ensure that it is not essential, examinable content</b></p>                   | <p><b>July / Aug 2002</b></p> | <p><b>Director, Curriculum</b></p> |                               |
| <p><b>Undertake a programming feasibility study to establish whether the so refined content can be delivered within indicative times.</b></p>                       | <p><b>October 2002</b></p>    | <p><b>Director, Curriculum</b></p> |                               |

**MATTERS RAISED IN THE TEXT: 'Clarity of examination instructions' (p 28)**

| <b>Explanation: There was a belief that a number of students were confused by the complex instructions for the Ancient History paper.</b> |                   |  |   |
|---|-------------------|--|---|
| <b>Action(s):</b>   | <b>By when:</b>   | <b>By whom:<br/>Position Responsible</b> | <b>Status:</b>  |
| <b>Review the structure of the Ancient History paper.</b>   | <b>April 2002</b> | <b>Manager Assessment</b>                | <i>Completed</i>  |
| <b>Develop a clearer set of instructions for the 2002 paper.</b>  | <b>April 2002</b> | <b>Manager Assessment</b>                | <i>Completed</i>  |
| <b>Make the clearer instructions available to teachers and students.</b>  | <b>April 2002</b> | <b>Manager Assessment</b>                |   |
| <b>Article in Newsletter 1</b>  | <b>May 2002</b>   |  | <i>Notice in Newsletter 1.<br/>New paper on web<br/>Week 1 Term 2</i>         |
|   | <b>July 2002</b>  |  | <i>Further Information sheet<br/>provided to Ancient History<br/>teachers</i> |