Assessment and Reporting in Visual Arts Stage 6

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<tr>
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<tr>
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This document contains the NSW Education Standards Authority requirements for assessing and reporting achievement in the Year 11 and Year 12 courses for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time, changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to these materials. Please note that the version on the NSW Education Standards Authority website is always the current version.
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Introduction to Assessment in Stage 6

The NSW Education Standards Authority (NESA) promotes a standards-referenced approach to assessing and reporting student achievement.

Assessment is the process of gathering valid and useful information and making judgements about student achievement for a variety of purposes.

In Stage 6, those purposes include:
- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of student achievement and course completion in Year 11 and Year 12 courses
- providing data for the end of school credential, the Record of School Achievement (RoSA) or Higher School Certificate (HSC).

Schools are required to develop an assessment program for each Year 11 and Year 12 course. NESA provides information about the responsibilities of schools in developing assessment programs in course-specific assessment and reporting requirements and in Assessment Certification Examination (ACE).

Assessment for, Assessment as, Assessment of Learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment is most effective when students:
- are involved in setting learning goals
- know and understand assessment criteria
- are able to monitor their own learning and reflect on their progress
- receive feedback that helps them understand how to improve their learning.
School-based Assessment in Stage 6

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

Informal assessment

Teachers use informal assessment opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

These activities provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

Formal assessment

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Tests of limited scope (ie include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level.

Further guidance and advice can be found on the NESA website.
Year 11 Visual Arts School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
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<tbody>
<tr>
<td>Artmaking</td>
<td>50</td>
</tr>
<tr>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
</tbody>
</table>

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.
Year 12 Visual Arts School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student’s achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
</tr>
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<tbody>
<tr>
<td>Artmaking</td>
<td>50</td>
</tr>
<tr>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
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</tbody>
</table>

The Year 12 formal school-based assessment program is to reflect the following requirements:
- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

Information about the formal written examination in Visual Arts

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

If a school includes the development of the externally assessed Body of Work in conjunction with the written paper, the combined weighting of the tasks must not exceed 30%.

Information about school-based assessment of the Body of Work in Visual Arts

Students are required to keep a Visual Arts Process Diary (VAPD) as a personal record of their ideas and intentions in artmaking. The VAPD should provide a record of research, investigations into subject matter, development of technical skills and process, reflection and directions for further development and refinement. For additional information please refer to pgs 28–29 Visual Arts Stage 6 Syllabus and pg 11 Assessment and Reporting in Visual Arts Stage 6.
The VAPD must be taken into account in school-based assessment tasks for the Body of Work. Schools will use the VAPD as evidence of student progress and authorship of the Body of Work as it develops over time.

Schools may choose to informally monitor the practice of artmaking using the VAPD as the basis for feedback.

Teachers should regularly comment on student progress and sign and date the VAPD. The VAPD is not part of the external examination mark.

Schools are reminded that when assessing the development of the body of work, appropriate school-based marking guidelines should be developed. Use of external HSC marking guidelines is not appropriate.
HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

The external examination and its marking relate to the syllabus by:
- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Visual Arts HSC Examination Specifications

The examination will consist of a written paper worth 50 marks and a Body of Work worth 50 marks.

Written Paper – Art Criticism and Art History (50 marks)

Time allowed: 1 hour and 30 minutes plus 5 minutes reading time.

The paper will consist of two sections.

Section I (25 marks)
- There will be three short-answer questions.
- Questions may consist of parts.
- One question/part will be worth from 10 to 15 marks.

Section II (25 marks)
- There will be six extended response questions, two questions on each of practice, the conceptual framework and frames.
- Candidates will be required to answer one question.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).

Body of Work (50 marks)

Candidates will submit a Body of Work which should demonstrate the understanding of artmaking as a practice and represent the candidate’s ideas and interests through the interpretation of subject matter and use of expressive forms.

See Requirements for the Visual Arts Body of Work.
Requirements for the Visual Arts Body of Work

Students will submit a body of work as part of the HSC examination for Visual Arts. In this body of work they should demonstrate their understanding of artmaking as a practice, represent their ideas and interests through their interpretation of subject matter and use of expressive forms. They should consider selecting a single work or a series of works for the body of work which represent a coherent point of view and demonstrate conceptual strength and meaning.

The body of work must comply with the prescribed dimensions for HSC submitted artworks in terms of limitations on size, weight, dangerous and prohibited materials and duration. See below for details.

The NSW Education Standards Authority (NESA) provides advice to schools regarding content in HSC submitted works on the NESA website in HSC Performances and Submitted Works Advice to Schools Regarding Content.

Development, Completion and Certification of the Body of Work

Development of the body of work may commence from the beginning of the HSC course.

The body of work must be conceived and executed by the student under the supervision of the Visual Arts teacher. Group projects are not permitted.

Schools must have procedures in place that will allow effective supervision of the development of the body of work for each student. This is particularly the case where work is done away from school. Schools must be confident that effective supervision and sufficient documentation of this work is possible before giving consent for students to begin work on their body of work.

Certification of body of work submissions is required to ensure that each body of work is the work of the student entered for the HSC and has been completed under the supervision of the Visual Arts teacher.

It is essential that:
- the main development of the body of work takes place in school time
- work completed away from the school is regularly monitored by the supervising Visual Arts teacher
- each student signs a statement, witnessed by the supervising Visual Arts teacher and the Principal, to certify that the body of work is their own original work.

Teachers must certify that the work has been completed under their supervision, and that the rules and procedures described here and on the Assessment Certification Examination (ACE) website have been followed.

Principals must be able to endorse the teacher’s declaration that the work:
- has been done under the teacher’s supervision
- is the student’s own work consistent with earlier drafts and other examples of the student’s work
- was completed by the due date.
Teachers should:

- advise on all matters related to the development of the body of work
- demonstrate upon another surface/object
- refer students to sources of ideas, themes or examples
- give information about availability of materials and sources of technical assistance
- provide feedback in the visual arts process diary (see below) including a dated record of the development of the body of work.

Under no circumstances can any teacher work directly on any part of a student's body of work submission.

Schools will be notified by NESA of the exact date for the completion of the body of work. Dates for completion, hand-in to school and submission to NESA are specified in the *Higher School Certificate Practical Examinations Important Dates Schedule* provided to schools and published on the NESA website.

**Visual Arts Process Diary**

Visual Arts Process Diaries are not marked as part of the body of work submission and must not be submitted with the body of work. They will only be looked at if the body of work cannot be assessed without further support material. The diaries must be retained at school until the HSC marking of submitted works is complete. This requirement is necessary if the body of work needs further verification and further evidence of a student's work is required, and in cases of appeals. (See *Visual Arts Syllabus Stage 6* pages 29–30.)

Diaries should suggest and provide evidence of a student's practice of artmaking. As marking takes place during the written examination period, teachers should advise students to photocopy those parts of the diary they may need to use in studying for their written examination.

For itinerant marking, schools should ensure that students' diaries are readily available within the school, but not presented with the works. They may be required by examiners to authenticate the student's submissions. Students should ensure that their diaries are clearly identified by their Student Number.

A brief written record of each student's progress throughout the body of work must be kept by the teacher. This should not be submitted with the project, but may be requested in exceptional circumstances where the examiners require further information. This record should be retained in the school together with assessment records. A *Practical Project: Record of Student's Progress* pro-forma is available to download from *Schools Online*.

**Overall limitations on size, weight and duration of HSC submitted works**

The following information about the HSC Body of Work should be read in conjunction with the Visual Arts Syllabus Stage 6 outcomes (page 12), Content (page 17), Course Requirements (page 28).

- A body of work may be submitted in one of the 12 expressive forms. The following table provides advice for submissions in each of the expressive forms. This advice should be read in conjunction with the rules regarding overall size, weight, dangerous and prohibited materials and duration of submitted works.
- These rules apply to all bodies of work submitted for the HSC Visual Arts examination and should be strictly adhered to. Failure to comply with these rules could penalise marks awarded to students.
### Expressive Form

<table>
<thead>
<tr>
<th>Suggested submission</th>
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</thead>
<tbody>
<tr>
<td><strong>Documented Forms</strong></td>
</tr>
<tr>
<td>An individual work or series of works documenting time-based events, happenings, performances and site-specific installations.</td>
</tr>
<tr>
<td><strong>Collection of Works</strong></td>
</tr>
<tr>
<td>A collection or series of works made using different expressive forms.</td>
</tr>
<tr>
<td><strong>Drawing</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on drawing.</td>
</tr>
<tr>
<td><strong>Painting</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on painting.</td>
</tr>
<tr>
<td><strong>Photomedia</strong></td>
</tr>
<tr>
<td>An individual work or series of works in black and white and/or colour made using wet (darkroom) and/or digital practices.</td>
</tr>
<tr>
<td><strong>Printmaking</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on printmaking.</td>
</tr>
<tr>
<td><strong>Textiles and Fibre</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on textiles and fibre.</td>
</tr>
<tr>
<td><strong>Graphic Design</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on graphic design.</td>
</tr>
<tr>
<td><strong>Designed Objects</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on 3D object design. This expressive form includes wearables, jewellery, architectural design and product design.</td>
</tr>
<tr>
<td><strong>Sculpture</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on sculpture.</td>
</tr>
<tr>
<td><strong>Ceramics</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on ceramics.</td>
</tr>
<tr>
<td><strong>Time-based forms</strong></td>
</tr>
<tr>
<td>An individual work or series of works with a focus on time-based forms. This expressive form includes film, video, digital animation and interactives.</td>
</tr>
</tbody>
</table>

- When displayed for marking the complete body of work must not exceed:
  - 6 square metres in area for 2D works OR 1 cubic metre in volume for 3D works and/or works with 2D and 3D components
  - 2 square metres in area for individual flat, rigid works. Individual works which exceed 2 square metres and are up to 6 square metres must be rolled
  - 35 kilograms in weight
  - 6 minutes in duration (including credits) for submissions in time-based forms, and 3 minutes in duration (including credits) for a time-based work included in a submission in another expressive form. If a time-based work is the entire submission in Documented Forms the maximum duration is 6 minutes (including credits).
  - The maximum number of screens for the simultaneous viewing of time-based works is 2 screens.
The volume of a body of work must not exceed 1 cubic metre when displayed for marking. The volume of a body of work is calculated by multiplying the maximum length, the maximum breadth and the maximum height (each measured in metres) of the work when displayed for marking. Positive and negative areas are taken into account in the calculation.

The maximum length is the greatest horizontal measurement that can be taken of the longer ‘side’ of the work.

The maximum breadth is the greatest horizontal measurement that can be taken of the shorter ‘side’ of the work.

The maximum height is the measurement taken from the lowest point of the work to the highest point of the work.

Guidelines for the types of digital devices and files submitted as a body of work or as part of a body of work

These guidelines apply to ALL expressive forms.

Works may be submitted on the following devices:

- USB flash drives (thumb drives or memory sticks) should be used in preference to disks (CD-R or DVD-R only).
  - Submitted USB flash drives must be securely attached to the pink identification label that records the student's number, school number, title, expressive form and sealed in an A4 plastic sleeve or case. The information should also be clearly displayed on the plastic sleeve or case. The USB flash drive should be counted as one piece in the total number of artworks within the body of work submission.
  - The maximum size of a single digital file is 4GB.
  - The USB flash drive must be able to be played on standard consumer hardware including Apple or Windows standard software (Quicktime or Windows Media Player) or freeware such as VideoLAN VLC).

- Rechargeable mobile digital devices (including tablets, MP3 players, phones, digital photo frames) are permitted:
  - A charger must accompany each rechargeable device.
  - The device must be able to be easily located, accessed and charged within the body of work.
  - Instructions for operation of each mobile digital device must be included.
  - The maximum number of screens for simultaneous viewing is two screens.

- Content created using Computer Generated (CG) development software

  All appropriated images and/or sound should be acknowledged in the credits or as a written addendum to the work.
Video or audiovisual (AV) works without audio files

When a submission intentionally excludes audio files, the work must be accompanied by a note indicating that this is the intention.

Students should check that all AV works operate on standard consumer hardware before submitting the work for marking.

The following are prohibited in any body of work submission:

- embedded or ancillary mobile digital devices that record and store video or audio with or without the subject’s knowledge
- embedded or ancillary devices with operating wireless network capability – WiFi or Bluetooth
- access to the internet, directly or via embedded links (including QR codes), to download any software, apps or internet content for the submission, or embedded devices.

Time-based forms

The running time of a submission must not exceed a maximum of 6 minutes (including credits).

All appropriated images and sound should be acknowledged in the credits or as a written addendum to the work. Titles and credits must not identify the student or school except by candidate number and school number. All submitted works must be able to be played on standard consumer hardware.

Format for interactive submitted works

In addition to the general guidelines for the format of submitted digital devices and files:

- Interactive works must be submitted on a USB flash drive (or CD-R, DVD-R disks) that have been formatted and are compatible with Microsoft Windows Operating System and/or an Apple Macintosh Operating System. They must not require any program downloads or security codes for activation or authentication and must be able to function directly from the submitted hardware. Submitted works cannot be copied to a hard drive to enable or improve playback performance.
- Any number of interactive screens frames, links and branches can be developed but the total time required to view and interact with the work should not exceed 6 minutes.

Dangerous and Prohibited Materials

Dangerous materials must not be used. If a submission contains materials considered dangerous to health or safety it may not be unpacked, marked or returned to schools if marked corporately. Submissions considered dangerous to health or safety may not be marked in itinerant marking.

Teachers will need to ensure that artmaking practices comply with all current legislation relating to occupational health and safety as well as system and school requirements regarding safety.
Prohibited materials:

- **Hypodermic syringes** must not be included in any submitted works. This includes new or used syringes, with or without needles.
- **Bodily secretions** and blood products must not be included in any submitted works.
- **Food** and/or perishable materials (including rice, pasta, dried beans, coffee grounds, confectionary, tobacco) and objects must not be included in any submitted works.
- **Liquids** in any form must not be included in any submitted works.
- **Medications** in any form, including tablets and capsules, must not be included in any submitted works.
- **Glass** in any form must not be included in any submitted works. This includes unbroken glass such as bottles, mirrors or any other form. The use of plastic LED lights is advised. Teflon coated light bulbs may only be used within a sealed light box.
- Any materials that have **sharp or jagged edges** (barbed wire, fish hooks, corrugated iron, broken machinery etc.) must not be included in any submitted works.
- **Live, blank and dummy ammunition casings** must not be used in any submitted work.
- **Electrical wiring** that has not been certified by an electrician must not be included in any submitted works.

Submissions requiring a high voltage electrical current (e.g. 240 volts) must have a certificate for electrical safety attached. Any electrical wiring necessary for artworks should be undertaken by a qualified electrician. Details and records of such work should be noted in students’ diaries.

**Presentation and Packaging of HSC Body of Work**

Teachers and students should ensure that the display requirements for marking the body of work are not complicated or time consuming to set up. Instructions, if submitted, should be clear and easy to follow.

Each work in a submission must be clearly labelled with the student’s number, school number, title, the expressive form selected and the number of pieces.

Framing and/or mounting of artworks in a body of work is not necessary.

**Works must not** be framed under glass or rigid plastic as it impedes close inspection of the submission, and if broken, may cause damage to the work or to markers.

It is recommended that two-dimensional works are presented either flat, or in a folder or box. If works are mounted, simple cardboard mounts are preferred. Works in a series should be numbered to indicate the sequential order for display for marking.

Mannequins must not be included with submissions of Wearables in the Designed Objects expressive form.

Artworks must be stable in their construction to minimise any damage during handling. During marking, artworks might be handled many times.

Artworks should be well packed to minimise the possibility of damage during transport to the marking centre. Most breakages occur because of insufficient packaging or too many fragile articles being packed together.
Boxes used for packaging should be kept as light as possible and all works within the box should be rigidly packed to stop movement. Damage can also occur when paintings are packed for transportation before paint is fully dry.

To protect artworks, the following ways of packing are the most effective.

**2 Dimensional (2D) works**

Paintings – place a sheet of brown paper over the front of the painting then cover the whole painting with bubble wrap, cardboard or similar material.

Drawing, photomedia, graphic design, printmaking and other 2D works – should be protected in a cardboard folder.

Hanging devices including hooks and chains are not to be supplied with paintings and other 2 dimensional works as they can cause damage to other works when they are stacked or stored for marking.

**3 Dimensional (3D) works**

Ceramics, sculpture and other 3D works – place in a box with either shredded paper, straw or bubble wrap packed tightly in and around the work(s). Care should be taken to pack around and beneath the article before it is placed in the box.

**Corporate and Itinerant Marking**

The Board will decide each year which schools will have their Visual Arts submissions marked corporately and which will be marked by itinerant markers in schools. Schools are notified early in Term 3 if they are to be marked itinerantly or corporately.

**Body of Work Examination Criteria**

- Conceptual strength and meaning
- Resolution
Adjustments to Assessment for Students with Special Education Needs

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA.

Providing adjustment does not restrict a student’s access to the full range of grades or marks.

Examples of adjustments to assessment for students with special education needs can be found in course support materials. Additional advice is available on the NESA website.
Visual Arts Life Skills

Students undertaking the Visual Arts Life Skills course will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Visual Arts Life Skills outcomes independently; with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Additional information about Life Skills eligibility, programming, planning and assessment is available on the NESA website.
Reporting in Stage 6

Year 11

Schools are responsible for awarding a grade for each student who completes a Year 11 course (except Life Skills and VET courses) to represent their achievement. These grades are determined by the student’s performance in relation to the *Common Grade Scale for Preliminary Courses*. Teachers make professional, on-balance judgements about which grade description best matches the standards their students have demonstrated by the end of the course.

Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with statewide standards, teachers compare their student work with work samples on the NESA website that are aligned to the A to E common grade scale. The grade awarded is reported on the student’s Record of Student Achievement (RoSA), a cumulative credential that allows students to accumulate their academic results until they leave school.

Year 12

The use of both school-based assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the Year 12 course. Taken together, they provide a valid and reliable assessment of students’ demonstration of the knowledge, understanding and skills described for each course.

Students who leave school prior to the Higher School Certificate examinations will receive a RoSA. It records grades for their completed Stage 5 and Year 11 courses and any participation in Stage 6 courses that were not completed.

The HSC credentials received by students report both the school-based assessment and external examination measures of achievement.

Typically, HSC results comprise:
- a moderated assessment mark derived from the mark submitted by the school and produced in accordance with NESA requirements for school-based assessment
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the moderated assessment mark and the examination mark
- a performance band, determined by the HSC mark.

For the HSC, student performance in a Year 12 course is reported against standards on a course report.

The course report contains:
- a level of achievement for the performance band descriptors
- an HSC mark located on the performance scale
- a school-based assessment mark
- an examination mark.

The course report also shows graphically the state-wide distribution of HSC marks of all students in the course. The distribution of marks is determined by students’ performances against the standards and not scaled to a predetermined pattern of marks.