



Assessment and Reporting in History Extension Stage 6

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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 12 History Extension 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.

Component	Weighting %
Knowledge and understanding of significant historical ideas and processes	40
Skills in designing, undertaking and communicating historical inquiry and analysis	60
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination with a weighting of 30%
- one task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- one task must be the History Project – Essay with a weighting of 40%.

Information about the formal written examination in History Extension

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.

Information about the History Project in History Extension

The History Project provides the opportunity for students to design and conduct an investigation into an area of changing historical interpretation.

Students develop and refine specific questions for investigation that contribute to their understanding of some or all of the key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Students work independently to plan and conduct their investigation. The investigation provides opportunities to apply the historiographical understanding developed through the course work and/or develop their own approaches to constructing and representing history.

The History Project – Historical Process consists of three elements assessed as one formal task:

- proposal
- process log
- annotated sources.

The History Project – Essay comprises an argument in response to a focus question, with supporting evidence.

The essay must:

- be in print form
- not exceed 2500 words
- include a bibliography of the sources used.

Further information relating to the History Project is provided within the *History Project* section of the *History Extension Stage 6 Syllabus*.

Certification of the History Project

A signed *History Project Declaration and Certification Form* must be submitted with each essay and retained by the school in accordance with the school's assessment policy. This form is available as a download in the *Assessment and Examination Materials* section of the *History Extension Stage 6 Syllabus* online.

Certification is required to ensure that each project is wholly the work of the student entered for the HSC and has been completed under the supervision of the teacher.

It is essential that:

- aspects of the process of development of the project take place in school time
- work completed away from school is regularly monitored by the supervising teacher
- each student signs a statement, witnessed by the supervising teacher, that the submitted project is their own work

The process log is necessary for verification of authenticity and may be referenced by the school in the case of school-based assessment appeals.

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.

The specifications will apply to the *History Extension Stage 6 Syllabus* commencing with the 2019 HSC examination program. Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course.

History Extension HSC Examination Specifications

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

The time allowed is 2 hours plus 10 minutes reading time.

The paper will consist of two sections.

Section I

(25 marks)

There will be one extended-response question.

The question may include reference to one or two unseen passages as a stimulus for exploration of issues of historiography.

The expected length of response will be around eight examination writing pages (approximately 1000 words).

Section II

(25 marks)

There will be one extended-response question.

The question will ask candidates to analyse an historiographical issue with specific reference to the case study.

The expected length of response will be around eight examination writing pages (approximately 1000 words).

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.

Reporting in Stage 6

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.