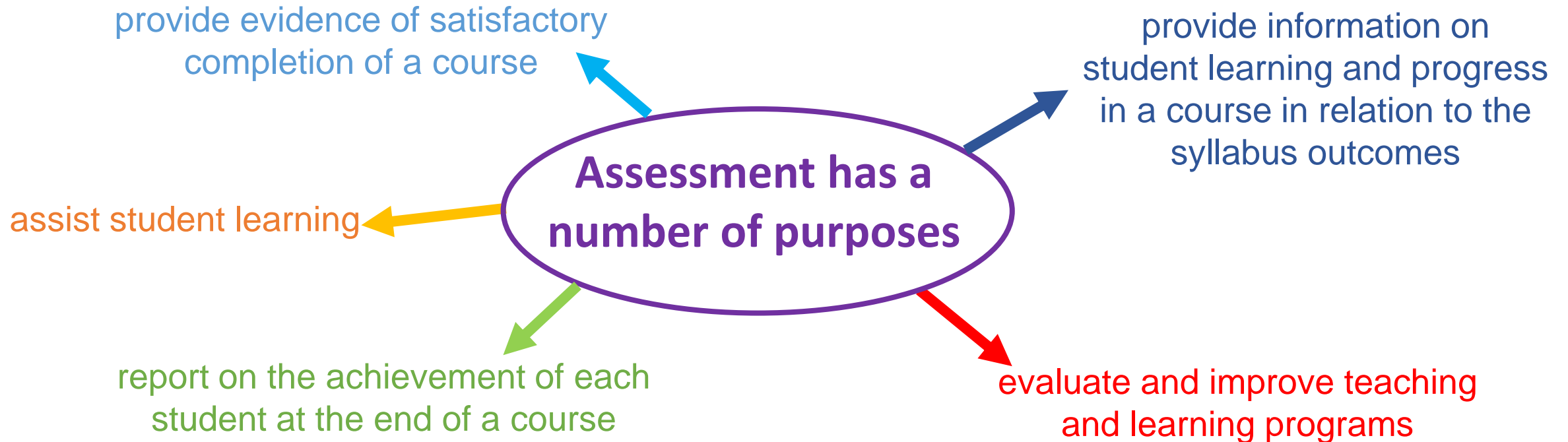


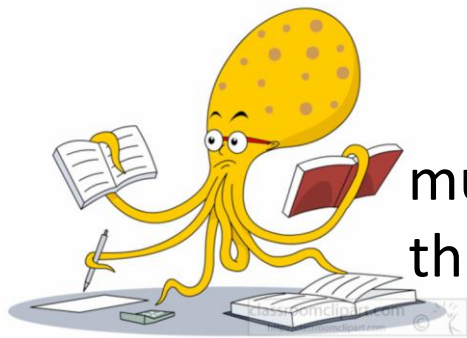
# Online/at Home Assessment Strategies to Safeguard Authenticity

# What is the purpose of assessment?



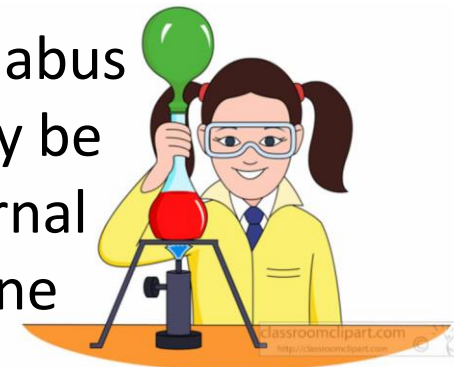
# What is the purpose of assessment?

**Additionally, the HSC school-based assessment program provides a summative measure of a student's achievement in relation to course outcomes, including:**



multiple measures and observations made throughout the course rather than a single assessment event.

a wider range of syllabus outcomes than may be measured by external examinations alone



## How has HSC assessment changed in 2020?

The NESA Board has given principals or system authorities the power to make decisions about school-based assessment in relation to:

- the number and weightings of formal assessment tasks
- the task types

## How has Year 11 assessment changed in 2020?

The NESA Board has given principals or system authorities the power to make decisions about school-based assessment in relation to:

- the number and weightings of formal assessment tasks
- the task types

## How can the principles of assessment be applied?

Wherever possible, school-based assessment should continue to be:

- based on a wide range of syllabus outcomes
- based on multiple measures made throughout the HSC course
- informed by the components identified in the assessment and reporting documents for each of the syllabuses
- inclusive of and accessible for all students

# Keep up-to-date with changes in 2020

[NESA home](#) > [About](#) > [News](#) > [Novel coronavirus](#)

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<b>Novel coronavirus (COVID-19)</b>
Response committee

## NOVEL CORONAVIRUS (COVID-19)

**Last updated: 7 April 2020**

NESA is continuing to work closely with the NSW Government to ensure a continuity of learning for students, along with ongoing safety and health of students, teachers and parents.

Our current advice is below. We are updating this advice daily and as circumstances change, in line with [NSW Government announcements](#).

[Update on the HSC from the Chair of the NESA Board](#)

**Bookmark the NESA  
COVID-19 advice page.**

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# Assessment task types

Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions



## Could this task type be completed at home/on-line and how?

- ✓ Digital Presentations
- ✓ Oral Presentations
- ✓ Multimodal Presentations
- ✓ Viva Voce



## Could this task type be completed at home/on-line and how?

- ✓ Analytical Report
- ✓ Fieldwork Report
- ✓ Research Report



## Could this task type be completed at home/on-line and how?

- ✓ Experiments
- ✓ Improvisation
- ✓ Projects
- ✓ Performances



## Could this task type be completed at home/on-line and how?

- ✓ Portfolios
- ✓ Journals
- ✓ Log Books
- ✓ Process Diaries



## What strategies could be used to safeguard authenticity?

Useful to remind students of their obligation to maintain honesty and integrity, including:

- being entirely honest when completing assessment tasks, exams and submitted works
- acknowledging any part of work that was written, created or developed by someone other than the student, such as any material from other sources and any work undertaken by others

# What strategies could be used to safeguard authenticity?

[NESA home](#) > [Year 11 – Year 12](#) > [HSC](#) > [Rules and processes](#) > [Rules and procedures guide](#)

<b>HSC</b>	
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Subject selection	▼
Key dates and exam timetables	▼
Student guide	▼
Rules and processes	▲
Rules and procedures guide	

## RULES AND PROCEDURES GUIDE

- [NSW Students Online](#)
- [Senior study options](#)
- [Before you start your HSC](#)
- [Early in Year 12](#)
- [Terms 2 and 3](#)

Provides a good summary about maintaining honesty and integrity, and understanding malpractice.

## What strategies could be used to safeguard authenticity?

Task design can help minimise malpractice.

- Tasks that require students to **repeat** an answer are easily ‘googled’
- Tasks that require students to **apply** their answer are not so easily ‘googled’
- Tasks that focus on **process** rather than **product** can help minimise malpractice

## Assessment scenarios – what would you do?

**Scenario 1** – Ancient History – Historical Investigation

**Scenario 2** – Mathematics Advanced – Financial portfolio

**Scenario 3** – PDHPE Year 11 – Written Response



## Nature of the task – Historical analysis

You will write an essay in response to the following question:

*‘Assess the success of the Qin dynasty in uniting China’*

### Task

You will explore the historical debate surrounding the varying causes of the success of the Qin Empire. You will do this through an investigation of the various views of different authors and an assessment of the most likely cause. As part of your research, you are encouraged to locate key areas of debate within this topic. Some issues that you may choose to discuss include:

- military domination of other states
- methods of rule – legalism in action
- establishment of the role of emperor
- establishment of centralised government
- standardisations
- continued expansion and colonisation of areas surrounding the Middle Kingdom.

You will need to ensure that:

- your essay is a maximum of 1200 words
- you have clearly outlined and identified the key authors and provided detail on their theory
- you have made a judgement about the most likely theory/theories and have provided evidence to support your judgement
- your essay has a correctly formatted bibliography.

## Nature of the task

This assignment involves the use of financial mathematics to investigate **real-life situations**. The task involves the preparation of a financial advice report for an imaginary client by modelling their financial situation. There are four parts to the task. Each part is explained in detail in the attached '*Financial Advice – Preparing a report for a client*' sheet.

Your final submission must be in the form of a **portfolio** for your client. The portfolio should include any **working and justification** for the advice given. Include **digital files, screenshots**, and details of any **spreadsheets, graphs and equations** used.

The '*Modelling Financial Situations Assessment Spreadsheet*' that accompanies this task should also be submitted electronically. Submit this file using the naming protocol: `yourname_spreadsheet.xlsx`.

Conclude your report with a **paragraph of approximately 150-250 words that summarises** the financial advice that is most appropriate for your client.

# **PDHPE Year 11: Better Health for Individuals Assessment**

## **Description of activity**

Students are to demonstrate an understanding of the factors that affect health by applying the skills of critical thinking and analysis in written responses to three key questions (45 minutes in class task).

1. What are the risk and protective factors for three health issues relevant to young people?
2. Describe the interactions between the dimensions of health.
3. Analyse how an individual's health can be determined by a range of individual and sociocultural factors.

## **Context**

Students have been studying PDHPE Preliminary Core 1 and have examined the perceptions individuals have of their health and the range of factors that have the potential to influence health.

## **Outcomes**

1. P2: A student explains how a range of health behaviours affect an individual's health
2. P3: A student describes how an individual's health is determined by a range of factors
3. P4: A student evaluates aspects of health over which individuals can exert some control
4. P15: A student forms opinions about health-promoting actions based on a critical examination of relevant information

# Dealing with malpractice

Honesty in HSC assessment: what constitutes malpractice

ACE 9023

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

# Reporting malpractice

## 2018 Malpractice in HSC School Assessment tasks

### Number of offences by course (minimum 10 offences)

[NESA home](#) > [Year 11 – Year 12](#) > [HSC](#) > [Rules and processes](#) > [Breaking HSC rules](#)

Course	Number of offences	Offences per 1000 students
Board Endorsed Course (BDC)	115	4.9
English (Standard)	101	3.3
Personal Dev, Health & PE	64	4.0
Business Studies	50	2.8
English (Advanced)	44	1.7
English Studies	42	4.9
Community & Family Studies	28	3.5
Mathematics General 2 BDC	27	0.9
Industrial Technology	25	4.4
Food Technology	22	7.0
Legal Studies	19	1.8
Biology	14	0.8
Visual Arts	14	1.6

## Data Collection

- [Principal Certifications](#)
- [HSC: All My Own Work Completion](#)
- [Certification of Practical Exams and Projects](#) **NEW**
- [Grades](#)
- [Assessments](#)
- [Load Assessments by File](#)
- [Non-completion of Course Requirements](#)
- [Life Skills Outcomes](#)
- [Estimated Marks](#)
- [Register of Malpractice in HSC Assessment Tasks](#) **NEW**
- [Work with Presiding Officer Nominations](#) **NEW**

## Collegial information sharing and question time

Please share an experience with your colleagues. You may have:

- an example of a task you have designed for online /at home that was successful, unusual or not so successful
- an idea you plan to trial
- strategies you have used to ensure authenticity
- a question you want answered

# Thank You

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