



Success does not consist in never making mistakes
but in never making the same one a second time.

George Bernard Shaw

Repeat offenders make mistakes by NOT:

- Utilising key learnings from Yr. 11
- Mapping assessment schedules
- Linking content, concepts, themes cross curricular.
- deconstructing questions
- Accessing NESAs
- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students/rules-and-procedures-guide-2018>





Subject/course completion

<http://www.boardofstudies.nsw.edu.au/hsc-results/>

- Internal assessments = 50% of the marks
- Exam – 50% NESA insists that **ALL** sections **MUST** be attempted



Warning Letters - 'N' awards

- Submit set tasks (**Due Diligence**)
- Lack of participation, engagement & effort
- Plagiarism

Success does not consist in never making mistakes but in never making the same one a second time – J.B Shaw

BREAKING HSC RULES

Every year a small number of HSC students are reported to the Board for breaching examination rules. A breach of examination rules occurs when a student introduces unauthorised notes or equipment, or is otherwise disrespectful of the examination conditions.

The breach of examination rules is deemed to be malpractice when the student uses the unauthorised notes or equipment to gain an unfair advantage in the examination.

All reported cases are investigated by NSW Education Standards Authority (NESA) officers. Minor breaches are dealt with during marking or by a warning. Cases of potential malpractice are referred to the Examination Rules Committee (ERC), a subcommittee of NESA.

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“Students found to have memorised an essay that is not their own and then reproduced during an exam are usually dealt with during the marking process, with students typically receiving **NO MARKS** for unoriginal work.”



NSW
EDUCATION
STANDARDS
AUTHORITY

Malpractice in HSC Assessment Tasks

“Following a review of corruption risks associated with **HSC take-home assessment tasks**, the Independent Commission Against Corruption (with input from the secondary education sector) recommended that NESA develop a system for centrally recording, assessing and analysing marks.”



2016 HSC assessment malpractice data

A total of 173 NSW schools registered
722 offences involving 613 students.

2016 Malpractice in HSC School Assessment Tasks Assessment types and offences committed

Type of task	Offence																				Total			
	Plagiarism	% *	Other	% *	Sub late	% *	Unauthor notes	% *	Use elec device	% *	Collusion	% *	Unauthor access	% *	Offensive behaviour	% *	Unacknow assist	% *	Making a false claim	% *	Unauthor alter	% *	No	% of total
Take-home written task	310	70%	46	10%	65	15%	1	<1%		0%	17	4%		0%		0%	5	1%		0%		0%	444	61%
Project	27	45%	23	38%	9	15%		0%	1	2%		0%		0%		0%		0%		0%		0%	60	8%
Oral examination	12	55%		0%	7	32%		0%		0%	1	5%		0%		0%	1	5%	1	5%		0%	22	3%
Other	12	36%	14	42%	3	9%	3	9%	1	3%		0%		0%		0%		0%		0%		0%	33	5%
Timed examination	9	6%	13	9%		0%	59	40%	47	32%	5	3%	7	5%	6	4%		0%	1	<1%	1	<1%	148	20%
Practical Assessment	2	15%	7	54%		0%		0%	1	8%	2	15%	1	8%		0%		0%		0%		0%	13	2%
Group work	2	100%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%	2	<1%
Total	374	52%	103	14%	84	12%	63	9%	50	7%	25	3%	8	1%	6	<1%	6	<1%	2	<1%	1	<1%	722	

* Percentage of the total offences for that type of task

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2015 Malpractice in HSC School Assessment Tasks Offences and penalties imposed

Offence	Penalty									
	Zero marks		Reduced marks		Warning		Other		Total	
	No.	% of all penalties	No.	% of all penalties	No.	% of all penalties	No.	% of all penalties	No	% of all offences
Plagiarism	213	64%	107	32%	11	3%	2	<1%	333	46%
Submitted late	80	59%	18	13%	37	27%			135	19%
Possess or use unauth not	56	79%	13	18%	1	1%	1	1%	71	10%
Use of electronic device	48	84%	7	12%	2	4%			57	8%
Collusion with other stud	25	54%	17	37%	4	9%			46	6%
Other	21	57%	6	16%	9	24%	1	3%	37	5%
Unauthorised access	10	83%	2	17%					12	2%
Making a false claim	5	83%					1	17%	6	1%
Unauthorised alteration	4	31%	4	31%	5	38%			13	2%
Unacknowledged assistance	2	40%	1	20%			2	40%	5	1%
Offensive behaviour			2	50%	2	50%			4	1%
Total	464	65%	177	25%	71	10%	7	<1%	719	



HSC ALL MY OWN WORK PROGRAM

You have pledged to:

HSC: All My Own Work

follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

School Assessment:

- 50% of your final mark in each subject.
- 50% of your ATAR.
- In the event of a successful illness /misadventure appeal (HSC exam) your overall final mark is determined by your school assessment



Bands & Standards

http://www.boardofstudies.nsw.edu.au/ebos/static/BDHSC_2017_12_15030.html

- Bands represent proficiency, extent of knowledge and understanding.
- Performance is reported on standards – Mark out of 100 and a place in a Band
- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks



What is it and why is it used?



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6. How grades are monitored



Submitted grades are monitored before they are finalised in order to strengthen the comparability and consistent application of standards.

What do we look for?

The overall picture of each school's comparative data is considered along with grade history and any known circumstances when looking at grade patterns. The grade pattern for a course may be considered anomalous if it differs markedly from what could be expected based on grade patterns in the past, patterns in other courses in the school, or grade patterns in comparable schools.

An on-balance judgement is made about each school's grading patterns by a team of Board Officers before schools are contacted and grades finalised. Common methods employed are:

1. The Board looks at data from the school's performance for their most recent HSC examination results. This information is used to compare the pattern of grades in each course awarded by this school with grades awarded in similar schools (as measured by HSC performance). For example, school A is similar to school B if they have approximately equal 'mean' HSC marks across a range of courses.

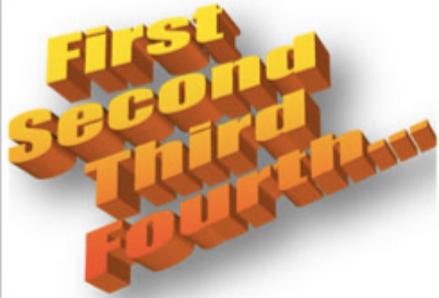
Across all schools in the state, there is a correlation between the percentages of A to E grades awarded in each course and their HSC marks. This means that, for schools, the percentages of grades A, A+B (and E) in Stage 5 and Preliminary courses is related to the 'mean' HSC performance across all courses.

We would then look more closely at a school's results in courses that deviated from this pattern if it appears that a school has awarded a noticeably higher or lower percentage of grades A, A+B (and E) in such courses than other schools with similar results. Board Officers consider aspects of the school's grading pattern such as its grade history and the grades awarded in other courses, plus any known local circumstances affecting the school's performance in this course.

2. We review each school's detailed grade pattern over the past several years. In cases where the grades awarded in the current year in a course are markedly different to grades awarded in the same and similar courses in the past, a school's grading pattern may be flagged as anomalous.

Grading History Australian History 100 hours (4005)

<http://www.boardofstudies.nsw.edu.au/rosa/grades/how-board-monitors-grades.html>



First
Second
Third
Fourth

- Assessment Rank Order does not change
- The top and bottom exam marks set the limit for the top and bottom assessment marks.
- The total marks scored in the exam by all students is then distributed according to their ranked order whilst maintaining the 'gaps' between students.



**What's an
ATAR?**



Calculating the ATAR

Board of Studies NSW

Raw
Exam

+

Moderated
Assessment Marks

Universities Admissions Centre

Scaled

**2 units of English +
next best 8 units**

ATAR

The scaled mark for each course is based on the quality of the candidates in that course in that year

WARNING

- NESAs strongly **DISCOURAGES** you from predicting your ATAR based upon your marks, this can only be determined by your HSC marks.
- Do not use **ONLINE ESTIMATORS**



Scaling: demystifying the mystery!

- Scaling of marks is the process of standardising raw marks
- HSC marks = average of exam and assessment mark and estimates what these marks would have been if all courses had been studied by all students
- At the end of the process, different marks in different subjects are converted to a single UAC score

Is Scaling necessary?

- **100% YES** because
- students should not be advantaged or disadvantaged for choosing one HSC over another.
- we cannot compare a student who received a mark of 90 in Extension 2 Mathematics and a student who received 90 in Mathematics standard
- scaling allows a comparison of marks between the more challenging subjects to the not so challenging.

COMPARING



Is it possible to compare marks between courses?

No

However, English Advanced and Standard are reported on a common scale, so marks in English can be directly compared.



- applications open early in August, close late September
- late closing dates incur a fee.
- After applying you can change preferences up to final closing date
- **Warning:** Some programs e.g. Medicine have earlier closing dates for applications

Whatever you
strive to be.....

**BE SO GOOD
THEY CAN'T
IGNORE YOU**

~STEVE MARTIN