



**DICKSON COLLEGE**

excellence opportunity community

# Parent Information Session

# College Assessment

# Types of Courses and Units

**Courses  
include**

**T**ertiary

**M**odified

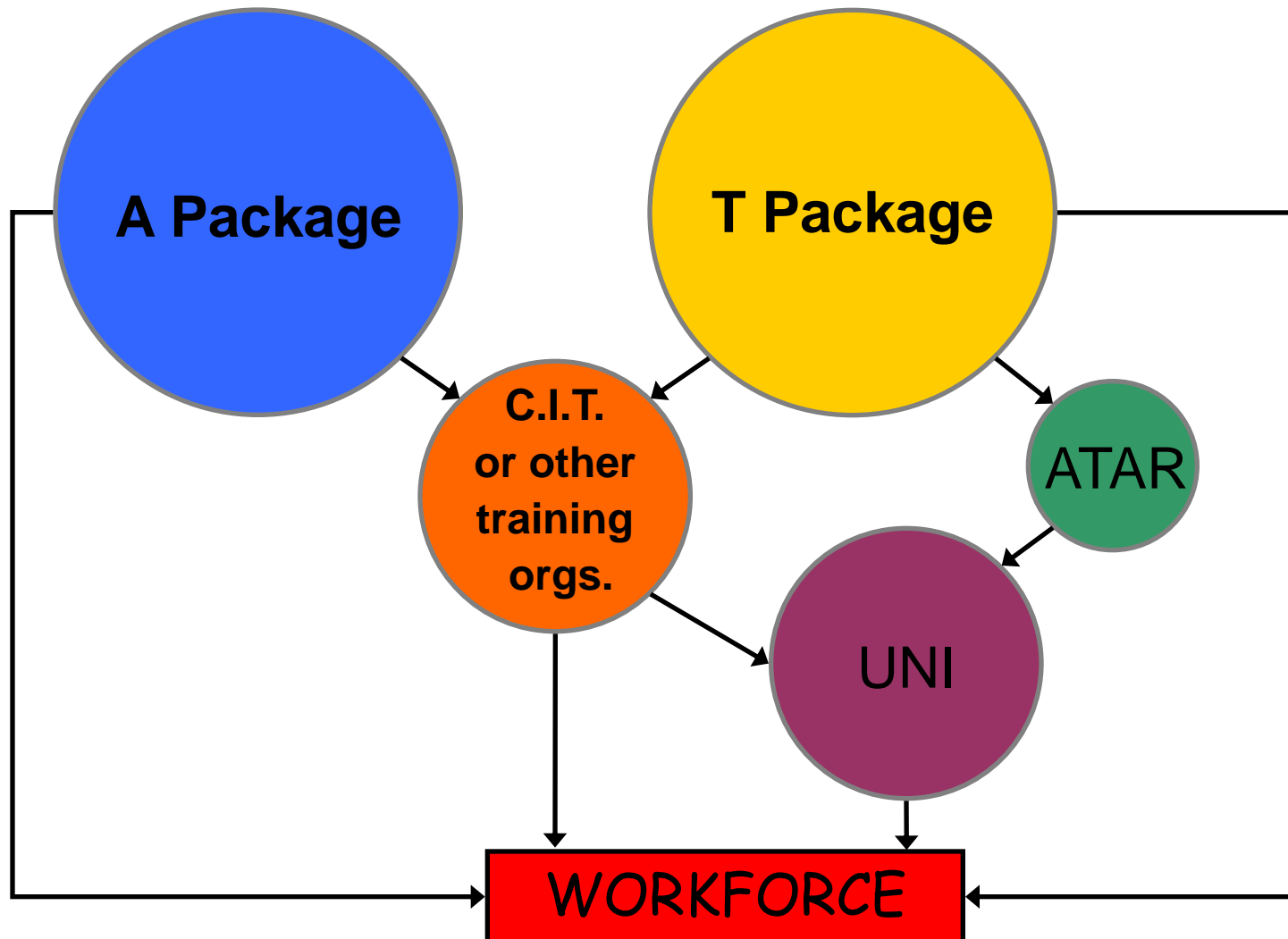
**A**ccredited

**H**igher Ed

**V**ocational  
can be T/V or A/V

**R**egistered

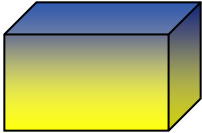
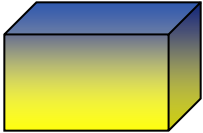
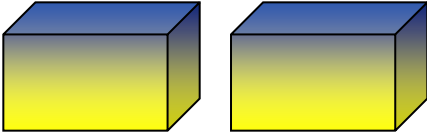
# Pathways



# Units To Courses

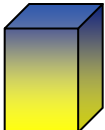
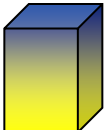
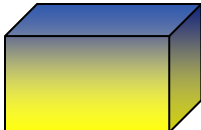
Two or more semester units in the same subject area constitute a Course of Study.

e.g.      **SEMESTER UNIT**      **SEMESTER UNIT**      **MINOR**

      +            =      

*Chemistry 1*      *Chemistry 2*      *Chemistry course*

**2 x HALF SEMESTER UNITS**      **1 SEMESTER UNIT**

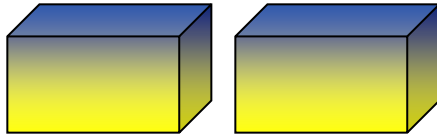
      +            =      



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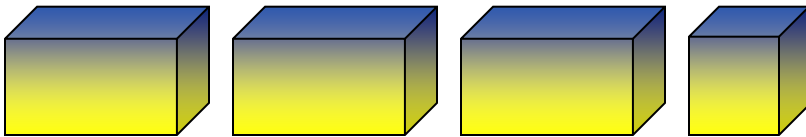
# Course Types

## MINOR



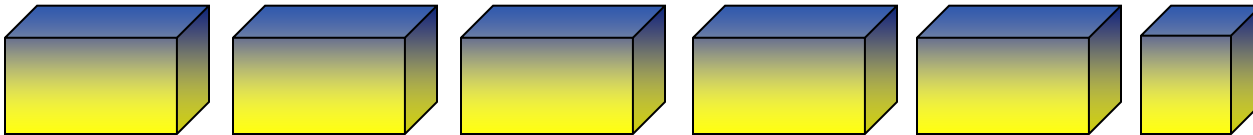
**2.0 – 3.0 S.U.'s**

## MAJOR



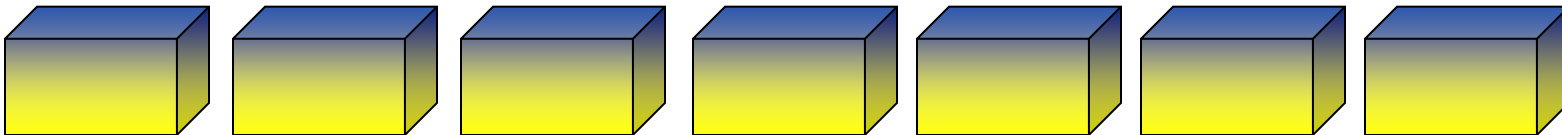
**3.5 – 5.0 S.U.'s**

## MAJOR MINOR



**5.5 – 6.5 S.U.'s**

## DOUBLE MAJOR



**7.0 – 8.0  
S.U.'s**

**1 Standard Unit (S.U.) =**

**1 Semester of Study**

***A Standard Unit is a minimum  
of 55 hours of timetabled  
class time usually studied  
over a semester.***

# **BSSS Requirements**

## **Year 12 Certificate**

- Minimum of 17 Standard Units over Years 11 and 12
- Minimum of 3 Minors in 3 different course areas
- The 3 Minors can be a mix of different course types (e.g. “A”, “T”, “M”, “H”, “C” and “E” units)
- Only one “C” or “E” course can be counted in the 3 Minors
- “R” unit points can count towards the 17 S.U. requirement.

## **T.E.S. and ATAR**

- Minimum of 20 Standard Units
- 3 Majors and 3 Minors, OR  
4 Majors and 1 Minor, OR  
5 or more Majors
- Of these, 18 units must be BSSS units (i.e. “A”, “C”, “E”, “T”, “M” or “H” units – not “R” units!)
- Minimum of 3 Majors and 1 Minor in “T” Courses
- Students must sit the AST (ACT Scaling Test) in the year they graduate to receive an ATAR.



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# Two Year Package

Subject area	2014 Sem. 1 (Year 11)	Points	2014 Sem. 2 (Year 11)	Points	2015 Sem. 1 (Year 12)	Points	2015 Sem. 2 (Year 12)	Points	Total Points	Majors /Minors Ungrouped units
1. Maths (T)	✓	1	✓	1	✓	1	✓	1	4	Major (T)
2. English (T)	✓	1	✓	1	✓	1	✓	1	4	Major (T)
3. Glob. Relat. (T)	✓	1	✓	1	✓	1	✓	1	4	Major (T)
4. Chemistry (T)	✓	1	✓	1	✓	1	✓	1	4	Major (T)
5. Automotive (A)	✓	1	✓	1					2	Minor (A)
6. Sociology (T)					✓	1	✓	1	2	Minor (T)
<b>TOTALS</b>		5		5		5		5	20	



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# Two Year Package

Subject area	2014 Sem. 1 (Year 11)	Points	2014 Sem. 2 (Year 11)	Points	2015 Sem. 1 (Year 12)	Points	2015 Sem. 2 (Year 12)	Points	Total Points	Majors /Minors Ungrouped units
1. Maths (A)	✓	1	✓	1	✓	1			3	Minor (A)
2. English (A)	✓	1	✓	1	✓	1	✓	1	4	Major (A)
3. Info Tech (T/V)	✓	1	✓	1	✓	1	✓	1	4	Major (T)
4. Automotive (A)	✓	1	✓	1	✓	1	✓	1	4	Major (A)
5. Wood Tech (A)	✓	1							1	
6. Construction (A)			✓	1					1	
7. Photography (A)					✓	1	✓	1	2	Minor (A)
<b>TOTALS</b>		5		5		5		4	19	



# Unit Grades

## **Award of Unit Grades**

- Each semester unit generates a grade.
- The grade is awarded based on a published standard. Students will receive these grade standards either on their unit outline or they will be displayed in the classroom.
- Moderation Days are conducted twice a year where all college teachers review samples of student work and the grades awarded against the grade standards. This is to ensure that grades awarded across the ACT are consistent.

# Grade Standards

## UNIT GRADE DESCRIPTORS for T COURSES

Assessment criteria	Responding critically	Evaluation and synthesis of ideas	Imagination and originality	Use of language	Control of medium
A student who achieves an <b>A</b> grade typically	<ul style="list-style-type: none"> <li>responds to texts critically and with a high degree of insight</li> <li>justifies viewpoint through well-structured, logical argument and highly effective use of textual references</li> </ul>	<ul style="list-style-type: none"> <li>synthesises and evaluates material in a complex manner to construct a perceptive response</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a high degree of creativity and originality</li> </ul>	<ul style="list-style-type: none"> <li>communicates with a sophisticated control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a highly developed control and use of the conventions of the medium</li> </ul>
A student who achieves a <b>B</b> grade typically	<ul style="list-style-type: none"> <li>responds to texts critically and with insight</li> <li>justifies viewpoint through structured, logical argument and effective use of textual references</li> </ul>	<ul style="list-style-type: none"> <li>synthesises and evaluates material in an effective manner to construct a competent response</li> </ul>	<ul style="list-style-type: none"> <li>effectively demonstrates creativity and originality</li> </ul>	<ul style="list-style-type: none"> <li>communicates with effective control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an effective and consistent control and use of the conventions of the medium</li> </ul>
A student who achieves a <b>C</b> grade typically	<ul style="list-style-type: none"> <li>responds to texts critically and with some insight</li> <li>justifies viewpoint through structured argument and some use of textual references</li> </ul>	<ul style="list-style-type: none"> <li>synthesises and evaluates material to construct a satisfactory response</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some creativity and originality</li> <li>may present work that is derivative in nature</li> </ul>	<ul style="list-style-type: none"> <li>communicates with developing control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates understanding of the conventions of the medium but applies them inconsistently</li> </ul>
A student who achieves a <b>D</b> grade typically	<ul style="list-style-type: none"> <li>responds to texts with occasional insight</li> <li>shows some capacity to justify and support viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>synthesises and evaluates material in a limited manner to construct a response</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited creativity and little in the way of originality</li> <li>may present a literal interpretation</li> </ul>	<ul style="list-style-type: none"> <li>communicates with inconsistent control of language with limited understanding of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a partial understanding of the medium and limited use of its conventions</li> </ul>
A student who achieves an <b>E</b> grade typically	<ul style="list-style-type: none"> <li>paraphrases or retells</li> <li>shows little capacity to justify and support viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>constructs a simplistic or incomplete response</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of simple and concrete ideas</li> <li>presents a literal interpretation</li> </ul>	<ul style="list-style-type: none"> <li>communicates with limited control of language</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little understanding of the conventions of the medium</li> </ul>

# Unit Scores

## Calculation of Unit Scores

- Each “T” unit generates a score.
- The score is based on an aggregation of assessment items within the unit. The unit outline will show students the weighting of each assessment item towards the unit score.
- The unit scores maintain the ranking and spacing of the aggregated assessments for all students in a cohort undertaking the unit.
- The unit scores are scaled to historic parameters. This scale is a ‘predictor’ of a likely scaled score at the end of Year 12.

# Course Scores

## Calculation of Course Scores

- Calculated for “T” students who have completed a course of study (e.g. minor, Major, etc...) in a Course Area.
- Course Scores are calculated using the “80% Rule” where the best 80% of unit scores are aggregated.
- I study English for 5 semesters units and have a major.

2014S1 - 72

2014S2 - 85

2015S1 - 87

2015S2 - 91

2015S2 - 93

Without the 80% Rule the course score would be 85.6

The 80% Rule means that only the best 80% of the 5 units scores will count towards the calculation of the course score.

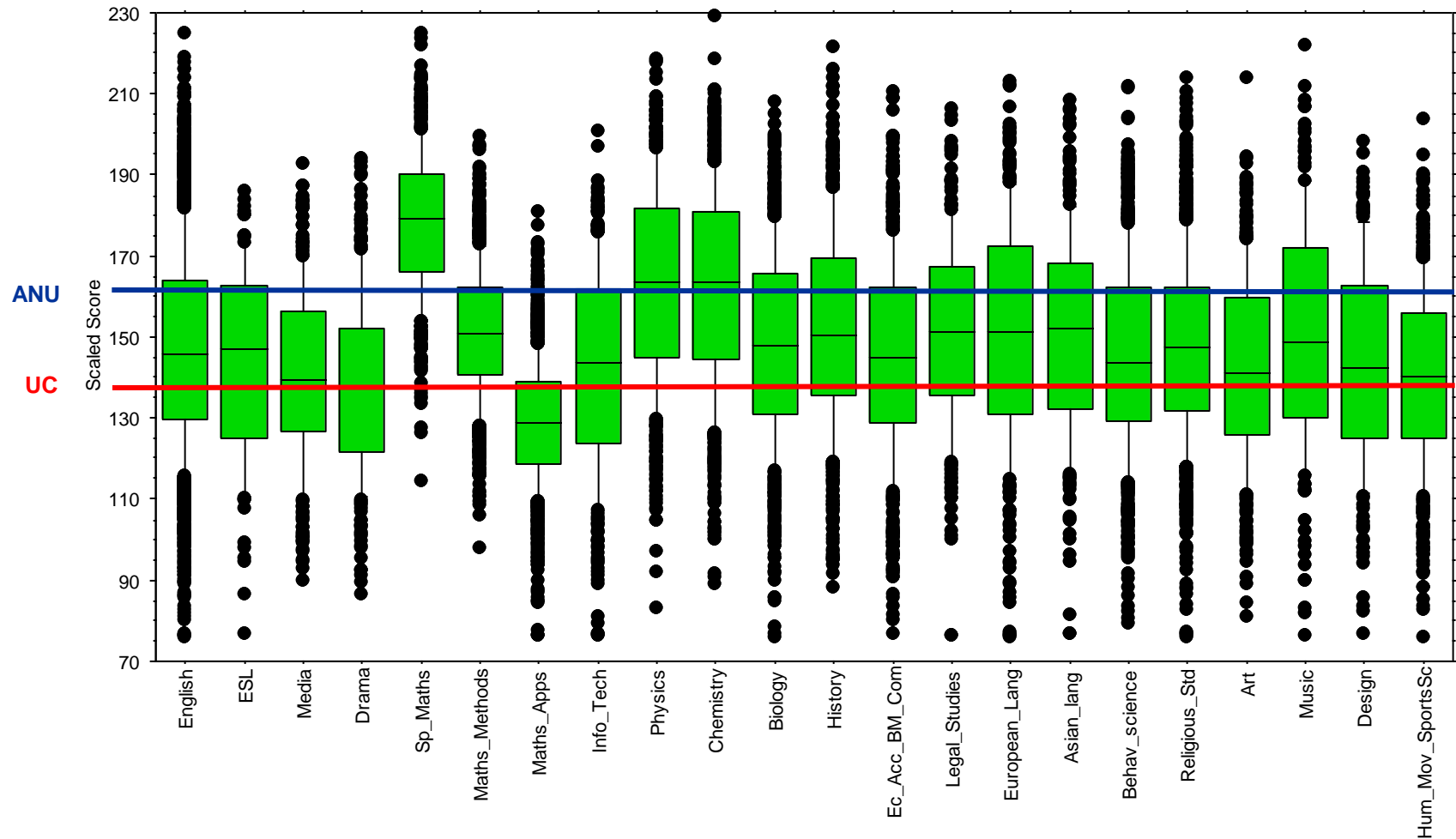
80% of 5 = 4 units    The worst score (72) will not be used

The unit scores that count towards the course score are 93, 91, 87 and 85. The 80% course score is 89.



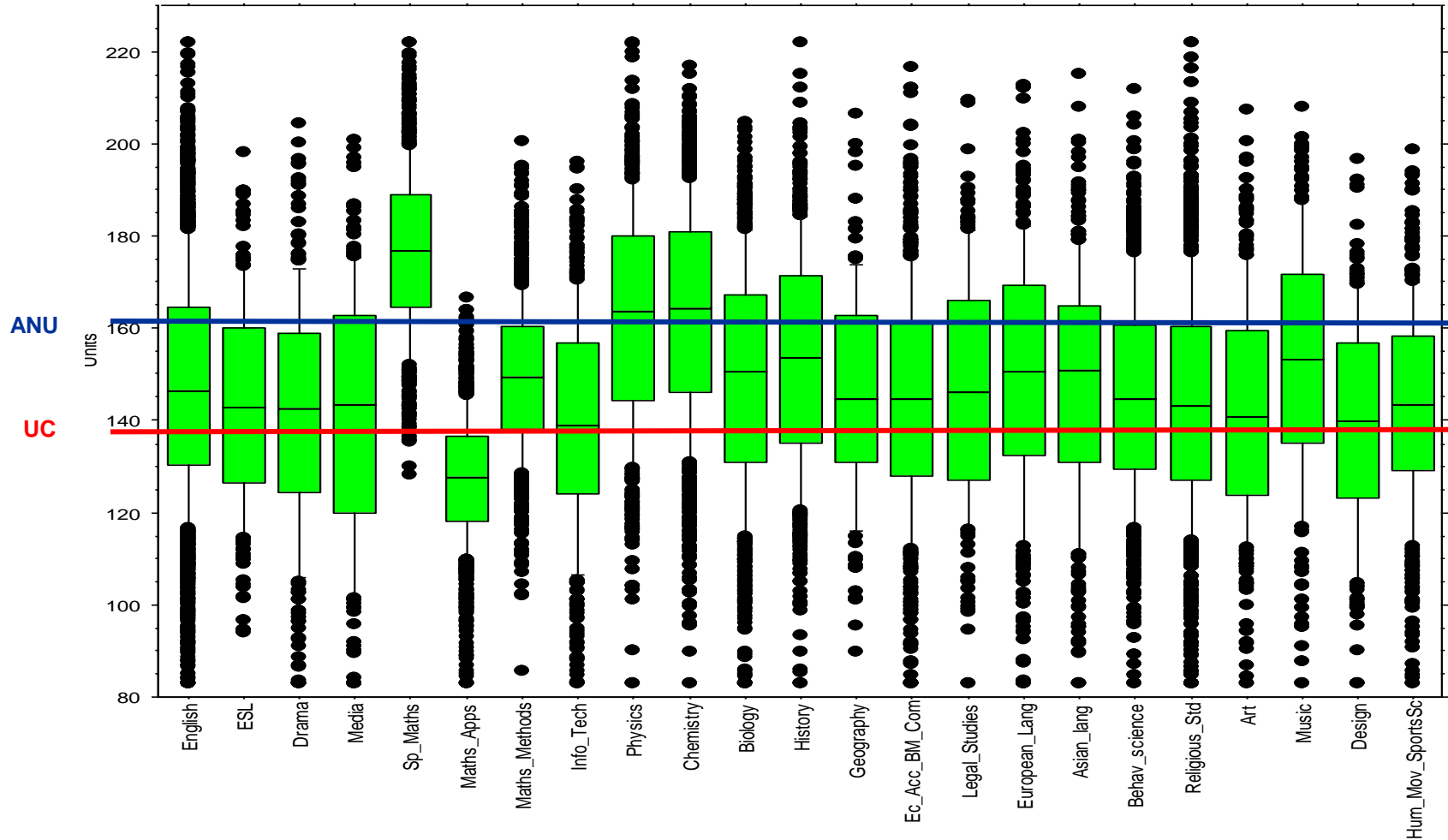
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# Selected Subject Areas System 2012



# Selected Subject Areas System 2011

Box Plot



# Aggregate Score

## Calculation of a student's Aggregate Score

- An Aggregate Score is calculated for each “T” student.
- The Aggregate Score is the addition of the student's best three scaled Course Scores from T Major courses and 0.6 of the next best T (Major or Minor) Course Score.

## **The ACT Scaling Test**

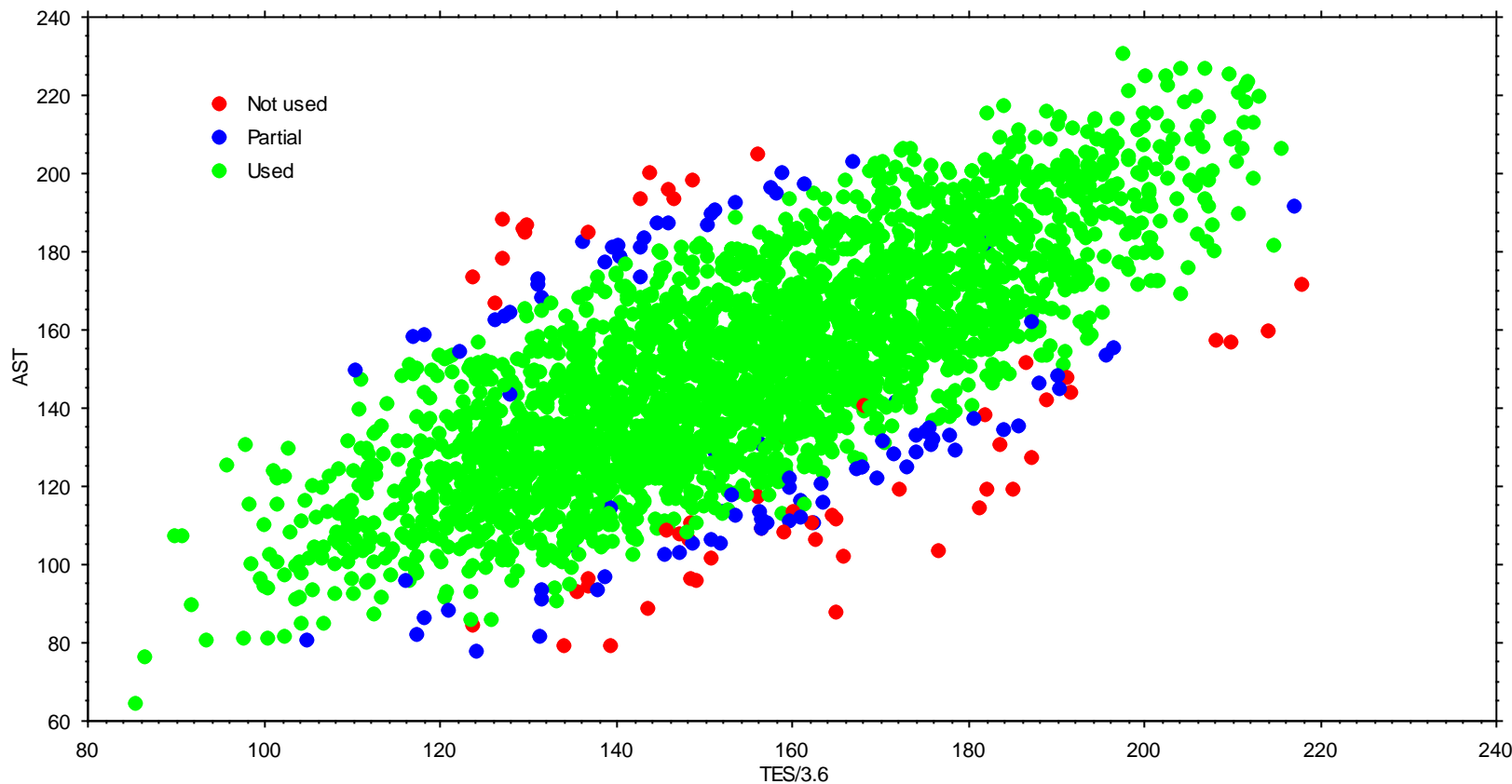
- The AST is a test attempted by all ACT Year 12 students wishing to gain an ATAR.
- The test is designed by the Australian Council for Education Research (ACER) and aims to measure a range of general skills considered to be relevant to success in a variety of courses and to studies at university.
- The AST has three components – a Multiple Choice Test, a Short Response Test and a Writing Task.
- The AST is the system moderator – helping to scale course scores awarded to students by the colleges they attend.





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# AST Results Used System 2012

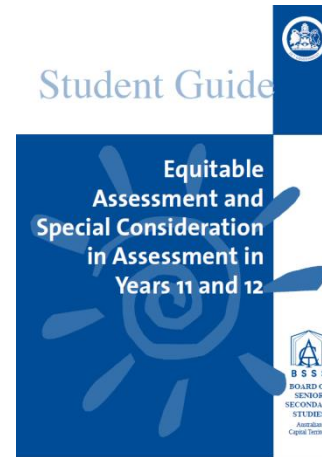
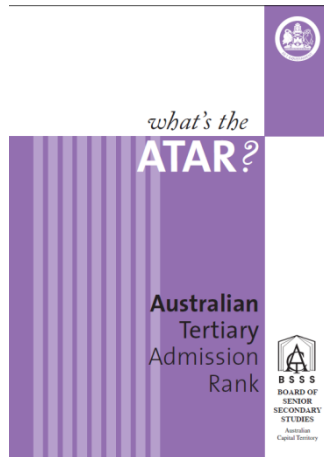
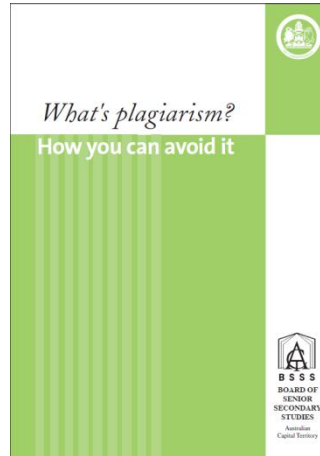
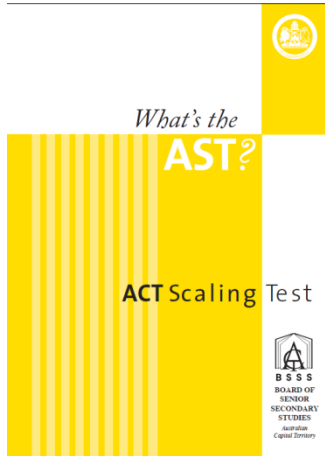


# **The ATAR**

## **The Australian Tertiary Admission Rank**

The ATAR is a ranking of a student relative to their full age cohort. It is a number within a range from 99.95 for the highest ranked students down to 30.00.

# BSSS Publications



The BSSS Website ([www.bsss.act.edu.au](http://www.bsss.act.edu.au)) has a Publications Section where a range of brochures is available.



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**Thank you for your  
attendance tonight.**

*If you have further questions please  
speak with Juliette or Rob.*