

Higher School Certificate



Student Assessment Guidelines

2017

ST PAULS CATHOLIC COLLEGE

Year 12 Assessment Policy

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1. ASSESSMENT PROGRAMME

Each subject department is required to design an assessment programme in each course taught within the College.

2. INFORMATION ON ASSESSMENT TASKS

Students are to be informed in writing of assessment requirements for each course before the commencement of assessments. This information must include:-

- a) Assessment Grid
- b) the specified components, outcomes and their weightings;
- c) the nature of each assessment task (eg. written test, assignment, field trip, practical work, etc);
- d) the approximate time when each assessment task will occur ie. Term 1
(NOTE: Preferably no assessment task should be less than 10% of the total marks for the assessment programme and 4-5 tasks per course);
- e) conditions which apply to student absence, late submission of work and failure to complete an assessment task;
- f) students should be given an appropriate amount of warning, generally two weeks, dependent on the nature of the task;
- g) information given in writing prior to the task and should include: due date, weightings, outcomes and any other specific requirements.

3. ASSESSMENT OF PERFORMANCE

Each assessment task must assess the student's actual performance, not potential performance. The assessment cannot be modified to take into account possible effect of illness, domestic situations or misadventure. Only students who are expected to receive HSC disability provisions can have that provision applied eg. Reader or rest breaks.

4. FAILURE TO COMPLETE ASSESSMENTS

(Board Regulations)

- (a)
 - (i) Failure to complete any assessment task will result in a zero for the task.
 - (ii) Where a zero marks (for failure to complete assessment tasks) total 50% or more of the final assessment mark for a course (subject) the Principal must certify that the course has not been studied satisfactorily.
 - (iii) When a course is not studied satisfactorily neither the assessment nor examination marks will be reported.

This could mean that a Higher School Certificate may not be awarded.

- (b) When a task is not completed an 'N' award letter is issued and the malpractice event is registered with the BOSTES.

5. ADDITIONAL REGULATIONS

- (a) Where a student fails to complete or submit an assessment task by the due date (eg. a within school essay, test or an assignment) and seeks a mark for the task, the student should obtain from the Curriculum Coordinator an Illness/Misadventure Form to complete. Where possible this form should be completed within two days.

*** NOTE: Any out of class tasks must be submitted at the earliest possible time. The result of the Illness/Misadventure Form determines if the mark is recorded.

If the Illness/Misadventure Form is not submitted to the Curriculum Coordinator the student will receive zero for that task.

If the reason is valid, then one of the following conditions will apply.

- (i) a substitute task may be undertaken (eg. alternative test).
 - (ii) an extension of time may be granted (where possible this should be requested before the due date).
 - (iii) an estimate will be awarded.(an estimate mark is determined by the TLC coordinator in consultation with the Class teacher. The student's previous results, type of task, current rank and results in any informal work for that unit are considered in determining the estimate mark. This may be modified at the end of the course when finalising results. The Curriculum Coordinator will confirm estimated marks at the end of the course.)
- (b) The following will be considered as valid reasons for the conditions listed above:-

- (i) illness or injury supported by a Doctor's Certificate (a parental note is not sufficient). Extension requests should be made by phone before the due date in these cases.
 - (ii) death/funeral of member of student's immediate family
 - (iii) other exceptional circumstances at the discretion of the Principal in consultation with the Year 12 Coordinator.
- (c) Where students have been recorded as a zero for failing to complete any assessment tasks, parents will be notified of this in writing by the relevant Teaching and Learning Coordinator.
- (d) Students absent on the day of a task must contact either the Curriculum or Teaching and Learning Coordinator to inform them of their absence and approximate length of absence.
- (e) Students who know they will be absent from the school on the day of a task, (eg work placement or sporting representation) must submit an Illness and Misadventure Form prior to the absence and have the matter resolved prior to their absence. **Holidays are not normally an acceptable excuse for missing an assessment task.**
- (f) Students who establish a pattern of absences prior to tasks or arriving late to school may be considered as trying to advantage themselves over other students. In these situations a student will be asked to submit an Illness/Misadventure Form.
- (g) **If you are away on the day of a hand in task you should contact the TLC and organize to email or Edmodo a copy of the task and then submit the original on your return to school.**

6. ASSESSMENT RESULTS FOR INDIVIDUAL TASKS

Assessment Results will take the form of written comments and marks. (These marks do not reflect weighting).

Each faculty will determine the style of assessment results used to inform students of their relative performance. As part of the reporting process students will receive some form of feedback on their task in order for them to improve.

7. ASSESSMENT FREE PERIODS

Generally no assessment tasks should take place one week prior to formal examination periods.

8. PUBLISHING ASSESSMENTS

At a minimum, the conclusion of the:

- i) Term Two Assessment Block
- ii) Trial Higher School Certificate exam

Students will be issued with a report showing their own ranking only in each course studied. These reports will indicate:

- i) Cumulative position in assessment for the course as well as their level of attainment of the course outcomes.

9. MALPRACTICE IN EXAMS/ASSESSMENT TASKS

- a) For within-school examinations during Years 11 and 12 students are expected to observe the same requirements as apply at the Higher School Certificate examination. These requirements include:

Candidates must NOT:

- * arrive later than 15 minutes after the commencement of the examination. Students doing so must report to the Assistant Principal;
- * leave any examination prior to the conclusion of the examination;
- * smoke or eat in the examination room;
- * speak to any person other than a supervisor during the examination;
- * behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination;
- * attend the examination while under the influence of alcohol or illegal drugs.

Any breaches of examination conditions will result in the student being reported to the Assistant Principal.

You must NOT bring any of the following into the examination room:

- a mobile phone or smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or

electronic dictionaries

- paper or any printed or written material (including your examination timetable)
- dictionaries, except where permitted in Languages examinations
- correction fluid or correction tape.

Students must follow the supervisor's instructions at all times and behave in a polite and courteous manner towards the supervisors and other candidates.

Students who do not comply with these rules, or who cheat in exams in any way, may have a zero result recorded for the exam concerned.

Non-serious attempts at examinations may result in a zero result being recorded. This being where a student has made little or no effort to display their potential.

Exam responses which include frivolous or objectionable material will be considered non-serious attempts.

- b) For assessment tasks not undertaken under exam conditions, the work submitted must be original work of the student.

The following malpractice may result in a zero mark being recorded for an assessment task:

- * copying part or all of the work of another student;
- * allowing another student to copy part or all of your work;
- * offensive or objectionable material being presented for assessment;
- * non-serious attempts at assessment tasks;
- * blatant plagiarism from secondary sources;
- * allowing another person to complete your assessment task.

- c) When a malpractice has been proven an 'N' award letter is issued and the malpractice event is registered with the BOSTES.

10. INVALID AND UNRELIABLE TASKS

The policy of the Board of Studies is that assessment tasks should accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements or the integrity of the task has been compromised, the Principal reserves the right to amend the weighting of the task or order a new task to be set.

11. DISABILITY PROVISIONS

Students entitled to disability provisions (extra time, readers etc.) will be entitled to this in examinations and formal assessments. If there are queries in this area, see one of the Learning Support teachers. Students who are entitled to disability provision for an assessment task should draw this to the attention of the teacher concerned before the task is due.

12. REVIEW OF ASSESSMENT

Individual Task

If a student has concern over an individual task.

- Clerical error adding marks – See class teacher at time task is handed back.
- Task did not follow information given in assessment sheet – TLC or Curriculum Coordinator.
- Marking Criteria not followed – TLC.
- Any other concerns - Curriculum Coordinator.

End of Course

After the Higher School Certificate in Year 12, a student may obtain his ranking in any subject via the Board of Studies website.

If the position assigned by the school differs significantly from expectation he may seek a review of that course by applying to the school. See point 14.

The review is then conducted by the school. If the student still is dissatisfied after the review he may seek a review by BOSTES. (The Board however will not change assessment marks.)

It is wise therefore for students to resolve matters of dissatisfaction when individual assessment tasks are returned.

14. APPEALS

The panel is made up of the Principal, Curriculum Coordinator and relevant Year Coordinator.

There is no provision for a review of marks awarded for assessment tasks. The only matters which the school will consider are whether or not:

- a) the weighting specified by the school in its assessment program conform with the Board's requirements,
and/or
- b) the procedures used by the school for determining the final assessment mark conform with its stated assessment program,
and/or
- c) there are computation or other clerical errors in the determination of the assessment mark.

NOTE: Copies of the Assessment Certification Examination (ACE) Manual and all current syllabi studied in Year 12 2016 are kept in the Curriculum Coordinator's office or can be found on the Board of Studies web site at www.boardofstudies.nsw.edu.au.

15. ASSESSMENT OF VET COURSES

Vocational Courses being studied for the 2016 HSC year:

1. Entertainment Industry ^(Cluster Class)
2. Information and Digital Technology
3. Hospitality
4. Construction ^(Cluster Class)
5. Fitness*

* indicates a non-ATAR course.

VET courses deliver dual qualifications for the HSC and for industry and have dual assessment systems for these qualifications.

Competency Based Assessment

VET courses are assessed against competency standards. These competency standards are set out in Part B of the syllabus for each VET course. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competency is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continuous basis.

The techniques used for collecting evidence of competency may include:

- * workplace performance
- * role play/simulation
- * oral questioning
- * tests or examinations
- * demonstration of specific skills/knowledge
- * a project
- * written exercises
- * oral presentations
- * finished product

REMEMBER: In competency based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

Speak to the teacher who assessed your work.

1. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Co-ordinator.
2. The Co-ordinator will discuss your concerns with you.
3. A joint meeting will be arranged between you, the teacher and the VET Co-ordinator so that your concerns and those of the teacher can be addressed.

The result of this meeting may be:

1. A revised assessment by the teacher.
2. A new assessment task for part of the disputed task.
3. A full assessment task to be completed in place of the disputed task.
4. Appeal not upheld and assessment result unchanged.

Examinations

With the exception of the Non-ATAR courses, students will complete a 2 hour written examination paper for the Preliminary Final, the Yr12 Half Yearly and HSC Trial. The marks for these examinations are weighted 20%, 30% and 50% respectively and form an estimate mark which is used as the substitute mark if the student applies for misadventure for the HSC.

NOTE: The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications (i.e. Cert II or Cert III etc.).

Standards Referenced Assessment

Students studying VET courses can choose to sit the HSC Examination and may have one VET course mark counted towards their ATAR. The external HSC exam for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR **must** sit the HSC examination.

The marking of the HSC examination is standards referenced as is the marking of general HSC courses. Some tasks and internal examinations will be based on standards referenced assessment to give students HSC practice. An HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination.

The estimate mark will be calculated from the Preliminary Final examination, the Year 12 Half Yearly examination and the HSC Trial examination. These examination marks will be weighted 20%, 30% and 50% respectively.

WORK PLACEMENT

Students undertaking VET Industry Curriculum Framework courses (Business Services, Construction, Hospitality Operations, Information Technology, Retail and Entertainment) should note that work placement is a COMPULSORY component of their course. Seventy hours minimum (2 weeks) is a mandatory requirement for all VET courses.

Work placement allows the student to apply the theory and practical skills learnt in class. Some competencies may be assessed in the workplace.

Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject.

Students will be offered placements in the Sydney Metropolitan area. Students are required to accept the place offered.

Students will complete their work placement during a nominated time. Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.

Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement.

Students must complete and submit all paperwork regarding work placement ON TIME to confirm their place and avoid losing the placement to another student or school.

Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The VET coordinator will assess the application and students will be informed as to the success of their application.

Students, parents/guardians and employers will be required to complete the Student Placement Record. This form outlines expected behaviour whilst the student is on work placement

Absences from work placement MUST be reported to the employer and to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.