

St Columba's Catholic College

ST COLUMBA'S
CATHOLIC COLLEGE



STAGE 6

Assessment Handbook

Year 11, 2017

TABLE OF CONTENTS

| | |
|---|----|
| WHY DO SCHOOLS NEED TO HAVE AN ASSESSMENT POLICY | 3 |
| WHAT IS THE PURPOSE OF THE HSC PROGRAM OF STUDY? | 3 |
| REQUIREMENTS OF THE EDUCATION ACT | 4 |
| CURRICULUM REQUIREMENTS FOR THE HSC | 5 |
| A DEFINITION OF COURSES | 6 |
| BOARD DEVELOPED COURSES | 7 |
| CATEGORY B COURSES | 7 |
| FRAMEWORK COURSES - BOARD DEVELOPED AND INDUSTRY ACCREDITED | 8 |
| CONTENT ENDORSED COURSES - CEC | 8 |
| TAFE | 8 |
| ASSESSMENT GUIDELINES IN THE PRELIMINARY AND HSC YEARS..... | 9 |
| COMMON GRADE SCALE FOR PRELIMINARY COURSES | 10 |
| ASSESSMENT IN VOCATIONAL EDUCATION COURSES | 11 |
| THE ST COLUMBA'S CATHOLIC COLLEGE POLICY | 12 |
| COLLEGE ASSESSMENT POLICY | 14 |
| FLOW CHART FOR THE 'N' DETERMINATION | 17 |
| SAMPLE LETTER - NON-COMPLETION OF A HSC COURSE FORM | 18 |
| SAMPLE LETTER - ILLNESS/MISADVENTURE FORM | 20 |
| SAMPLE LETTER – APPEAL FORM | 21 |
| PRELIMINARY AND HSC SCHOOL REPORT | 22 |
| ASSESSMENT AND REPORTING POLICY | 23 |
| ASSESSMENT IN THE HIGHER SCHOOL CERTIFICATE | 24 |
| REPORTING IN THE HIGHER SCHOOL CERTIFICATE | 28 |
| ACADEMIC AND MAJOR AWARDS..... | 29 |
| A GLOSSARY OF KEY WORDS | 30 |
| ASSESSMENT GRIDS PRELIMINARY HSC 2017 | |
| CREATIVE AND PERFORMING ARTS..... | 32 |
| ENGLISH | |
| HUMAN SOCIETY AND ITS ENVIRONMENT | |
| LANGUAGES OTHER THAN ENGLISH | |
| MATHEMATICS | |
| PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION | |
| RELIGIOUS EDUCATION | |
| SCIENCE | |
| TECHNOLOGY AND APPLIED STUDIES | |
| VOCATIONAL EDUCATION AND TRAINING | |

Why do Schools need to have an Assessment Policy?

The College Assessment Policy has been designed so that no student can be advantaged or disadvantaged by the college's system of assessment for the Higher School Certificate. Assessment at St Columba's Catholic College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting;
- coordination of the assessment program to ease the load on students.

The College Assessment Policy reflects the concern of this community with justice and the dignity of each person.

Internal school assessment plays an important role in assessing overall student achievement in a HSC course by:

- assessing student achievement of a wider range of syllabus outcomes than may be measured by the external examination;
- assessing outcomes that are more easily assessed in settings other than the HSC exam eg. Fieldwork;
- providing multiple opportunities for students to demonstrate their achievements;
- providing different ways, other than approaches used in the HSC exam, for students to demonstrate their achievements.

Preliminary Year = Year 11 lasts for 3 Terms (Terms 1, 2, 3)
HSC Year = Year 12 lasts for 4 Terms
(Term 4 and Terms 1, 2, 3 of the next year.)

What is the purpose of the Higher School Certificate Program of Study?

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure that encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings beyond school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

Requirements of the Education Act

The requirements of the Education Act 1990 and as prescribed by the NSW Education Standards Authority (NESA) in relation to the New South Wales Higher School Certificate.

The *Education Act 1990* provides for the Higher School Certificate to be awarded by the NSW Education Standards Authority for students who have:

- gained a School Certificate (or other qualification considered satisfactory by the Board). From 2012, The Record of School Achievement (RoSA) has replaced the School Certificate.
- attended a government school (or accredited, registered non-government school)
- participated, to NESA's satisfaction, in courses of study which have been determined to be appropriate
- completed those course to NESA's satisfaction
- undertaken the requisite examinations or other forms of assessment
- complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.

NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

Curriculum Requirements for the HSC

The Higher School Certificate (HSC) is a Certificate issued by the NSW Education Standards Authority.

To be eligible for the Higher School Certificate a student must:

- study a combination of courses, which meet the requirements of the HSC;
- complete a Preliminary Course of study in an approved combination of subjects;
- complete the requirements for each course;
- have a satisfactory record of attendance and application in their studies;
- sit for and make a genuine attempt at the HSC exam.
- meet the following

| Preliminary Year | HSC Year |
|---|---|
| At least 6 units of Board Developed Courses | At least 6 units of Board Developed Courses |
| At least 2 units of Board Developed English | At least 2 units of Board Developed English |
| At least 3 courses of 2 unit value (or greater) | At least 3 courses of 2 unit value (or greater) |
| and | and |
| At least 4 subjects | At least 4 subjects |

In addition:

- a maximum of 6 units from Science can count towards the study pattern for the Preliminary or HSC year; In the Preliminary Course Senior Science must not be studied with another Science Course.
- in the Preliminary Year the pattern of study must comprise a minimum of 12 units and in the HSC Year a minimum of 10 units.

At St Columba's Catholic College students must choose between 12 and 13 Units of study including English and Studies of Religion or Religion Catholic Studies in the Preliminary course.

Not all combinations of subjects will lead to the award of an Australian Tertiary Admission Rank (ATAR).

HSC: All My Own Work

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

Definition of Courses

Board Developed Courses (BDC) are written by the NSW Education Standards Authority and examined at the Higher School Certificate Examination. At least six (6) units of Board Developed Courses must be studied for the Preliminary and HSC courses. A unit of study requires approximately 2 hours of study per week. Most subjects are 2 units.

Board Developed – Framework Courses are developed by the NSW Education Standards Authority in consultation with Industry groups. Vocational Education courses can contribute to a ATAR, as well as offering students the chance to achieve AQF Certificate I or II.

These courses are Category B courses. The Category B courses offered at St Columba's are Business Services, Hospitality Operations, Primary Industries, Entertainment and Construction. Students can choose as many Category B subjects as they wish, but only one Category B subject will be included in their ATAR calculation.

Australian Qualifications Framework (AQF) is a nationally accredited scheme of qualification standards. This is overseen by the Vocational Education Training and Accreditation Board (VETAB).

Vocational Education and Training (VET) the framework courses, and some of the courses offered at TAFE, are referred to also as VET courses.

Board Endorsed Courses (BEC) are written by the High School and approved by the NSW Education Standards Authority for study in the Preliminary and/or HSC course. These courses are not examined at the Higher School Certificate Examination.

Content Endorsed Courses (CEC) are written by the NSW Education Standards Authority for study in the Preliminary and/or HSC course. These courses are not examined at the Higher School Certificate Examination.

Board Endorsed and Content Endorsed Courses do not count towards the ATAR. The courses include: Religion - Catholic Studies and Photography, Video and Digital Imaging.

Board Developed Courses

At St Columba's Catholic College the following Board Developed Courses are offered for 2017

| 2 Unit Board Developed Courses | 1 Unit Board Developed Courses |
|---|---|
| Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Construction* (VET) Drama Earth and Environmental Studies English Advanced English Standard Industrial Technology – Timber Products & Furnishings Technologies Japanese Continuers Legal Studies Mathematics General Mathematics (2 Unit) Modern History Music 1 PDHPE Physics Primary Industries* (VET) Society & Culture Software Design & Development Studies of Religion II Visual Arts | Studies of Religion I English Extension I Mathematics Extension I |

Category B Course

NB: * Denotes a Category B course. Only 2 units of Category B courses count towards the ATAR

Framework Courses – Board Developed and Industry Accredited

| 2 Unit Board Developed Framework Courses | 1 Unit Board Developed Framework Courses |
|--|---|
| Business Services Construction Hospitality Operations Entertainment Primary Industries | |

Content Endorsed Courses – CEC

| 2 Unit Content Endorsed Courses | 1 Unit Board Endorsed Courses |
|--|--|
| Photography, Video and Digital Imaging | Religion, Catholic Studies |

TVET

TAFE delivered Vocational Education Training courses are a way of offering students an opportunity to experience an adult learning environment, and at the same time access courses not normally available in the High School. Students at St Columba's have access to a variety of courses. Information about TVET courses is available from the college's VET Co-ordinator.

1. NSW Education Standards Authority Requirement

Assessment Certificate and Examination Manual – NSW Education Standards Authority

"The satisfactory completion of a course requires Principal to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the NSW Education Standards Authority; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the above outcomes."

2. Assessment is composed of 'Internal' and 'External' assessment

In the Preliminary Year internal assessment at the college makes up 100% of the student's mark. Students must fulfil all assessment requirements within this internal assessment in order to progress to the HSC Year.

In the HSC Year assessment is 50% internal, for college assessment tasks, and 50% external, from the external HSC.

3. Outcomes/Grids/Glossary of Terms

Students are provided with the *Syllabus Outcomes* for the HSC Year for each course offered at the college. All outcomes must be assessed internally.

Students are also provided with the *Assessment Grid* for the HSC Year in each course. The tasks listed in this Assessment Grid represent the formal tasks that students need to complete. Other informal tasks will also be given to students. The outcomes in these grids have been mapped to these tasks in line with syllabus requirements.

The *Glossary of Terms* is a list of verbs used across all courses. These terms are reflected in the Outcomes for the course, the task, assessment and reporting criteria. Students should be thoroughly familiar with these verbs in the context of each subject they study. A copy of this Glossary is contained in this book.

4. College Assessment Calendar

Students will be provided with an Assessment Calendar of tasks for the year. Dates may vary from the original calendar however students will be given at least two weeks notice in writing of any changes. This calendar is also made available on the college website. Follow the links to News and Events and then to St Columba's Google Calendar.

The Preliminary Assessment Block for Year 11 is in Weeks 8 and 9 of Term 3, 2017.

Common Grade Scale for Preliminary Courses (from 2013)

(From 2013, Students will receive a grade (A,B,C,D or E) for each course studied for the Preliminary HSC Course.)

The Common Grade Scale shown below will be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

Assessment in Vocational Education Courses

1. Board Developed Framework Courses

Framework Courses have been developed jointly by industry and the NSW Education Standards Authority. As such they are assessed using Competency Based Assessment, in order to enable students to receive VETAB accreditation for that particular industry course, and by Standards Referenced Assessment for NSW Education Standards Authority requirements.

Students will have the opportunity to nominate if they want to sit for the HSC examination for the course; it is not compulsory to do so. All students, however, are required to do the Standard Referenced Assessment tasks up until the time they finally nominate in order to provide an estimate mark in case of illness at the time of the external HSC examination. Students requiring an ATAR must sit the examination in these courses.

2. Content Endorsed Courses

These courses are developed by the NSW Education Standards Authority and have the same assessment requirements as Board Developed Courses. They will be assessed using Standards Referenced Assessment Tasks. There is no external HSC examination for these courses.

3. TVET Courses

TAFE courses are assessed through a variety of methods, which may include submissions, tests and practical demonstration of skills. Students who do not show the diligence required of the course may be issued with an 'N' award (this may make students ineligible for a pass in this course). For this reason consistent attendance is a requirement of the Course.

1. Internal Assessment

Assessment starts:

- Generally in the Preliminary Course Assessment comments mid Term 1 of the Preliminary Course. The HSC assessment will begin during Term 4 after the completion of the Preliminary Course. Students will be issued at the start of the Preliminary and HSC Course Assessment guidelines and Assessment Grids for each course.
- Students must satisfy course requirements in at least 12 or 13 units of study to be eligible for the Award of Preliminary Certificate of Achievement. Students who have not satisfactorily completed the requirements of the Preliminary Course will NOT be eligible for the award of HSC.
- If an internal assessment task is deemed to be invalid or unreliable the Principal has the discretion to substitute an alternative assessment task.

2. Progress Reports

- Students will receive an indication of their performance for individual pieces of work, and they will also receive a record of their ranking for each assessment task.
- Your final HSC results are reported as assessment mark, examination mark, final mark and band achieved.
- Semester Reports are issued during both the Preliminary and HSC Course – see Year 11 and Year 12 reports.

3. Student Responsibilities

- To familiarise yourself with the general College Policies as outlined in the Students Assessment Handout and Assessment Grids. All NSW Education Standards Authority requirements are available on the web at boardofstudies.nsw.edu.au.
- To speak with the Leader of Learning, St Columba's Catholic College or Assistant Principal if you are in doubt about the requirements of the Assessment Policy.
- To co-operate with the process of Assessment.

- **Do not plagiarise (i.e. copy) other peoples' work. Malpractice or dishonesty will lead to a penalty.**
- **It is the Student's responsibility to inform the college if he/she is to be absent on the day of an assessment task.**
- **If you become ill during an examination or an in-class assessment task, you should inform the teacher who is supervising, even if you are able to complete the task. At the earliest possible opportunity you should submit an Illness/Misadventure appeal to the relevant Leader of Learning and request consideration by the Appeals Committee. The mark may be adjusted and a record will be kept.**

4. Preliminary HSC Reporting

Additions and/or adjustments to the above statement that are pertinent to the Preliminary HSC reporting processes include;

- Students will receive two formal reports during this course. A Semester 1 report will be issued at the end of Term 2 containing all assessments during the semester. A second report will be issued at the end of the Preliminary Course. This report will contain information using all assessments for the Preliminary Course.
- At the end of the Preliminary course all students will be awarded a RoSA Grade based on their achievement of semester one and semester two outcomes as reflected in the Assessment Grids. In addition, teachers are expected to use professional judgement in determining the final grade in consultation with their Leader of Learning and the Head of Learning as per NESAs regulations.
- Students who do not complete the Preliminary HSC course will be awarded a RoSA Grade based on their overall achievement up until their final day at school. Professional judgement and all assessment up until this date will be used to determine this grade.

College Assessment Policy

In order to meet the requirements of the Preliminary Higher School Certificate, the NSW Education Standards Authority expects each candidate to have completed **all assessment tasks**. The Head of Learning, in consultation with the relevant Leaders of Learning, will determine the merits of illness, misadventure and absence claims.

Key points in relation to the college's assessment policy are –

Documentary Evidence Required for Illness

A student who cannot submit or sit for a formal assessment task on the due date owing to illness **must provide a doctor's certificate**. The doctor's certificate is mandatory. For an in-class task, the student must be **prepared to sit the task the next day** after the period of illness noted on the doctor's certificate expires. Hand-in tasks will be submitted to the subject teacher or Leader of Learning of the subject area the next school day after the doctor certificate period of illness expires.

Documentary Evidence Required for Misadventure

Students who cannot attend an in-class task owing to reasons of misadventure must provide suitable documentary evidence to support their misadventure. Misadventure refers to an **unexpected** event that causes difficulty for a student to complete or sit for a task on the due date.

In circumstances where the event is not unexpected, and students are planning to be absent and therefore not able to hand in or sit for the task, an **approval for leave from the Principal** must be placed in writing. Failure to comply with this request will result in an assessment penalty being applied if the student fails to submit or sit the task.

Tasks not submitted owing to computer failure, printer failure and USB failure will not be acceptable for grounds of misadventure. Students must have means of backing up their work to avoid a zero mark owing to failure of technology or provide sufficient evidence to show the assessment task has been completed.

Reporting to the Subject Teacher or Leader of Learning

Students must report to their subject teacher by the end of **recess** on the day they return to the college so alternative arrangements can be made regarding completing in-class tasks. With formal examinations, students will be expected to sit the missed examination the next school day after the Doctor's Certificate period of illness expires.

Procedures for submitting hand-in tasks

All formal Preliminary HSC assessment tasks clearly stipulate the due date. The assessment notification document will outline the submission details. All hand-in tasks are **submitted at 9am** on the due date. Students are to sign in that they have handed in their assessment task with their subject teacher or another designated teacher in **Brauer Hall**, again on the teacher's roll. Tasks that are submitted **after this time** will be subject to the college's assessment penalty. Assessment tasks **MUST NOT** be submitted to student services or to the main office. Tasks must be given only to the subject teacher or the relevant Leader of Learning as directed above. Any assessment tasks misplaced or received late as a result of not following these directions will be subject to the college's assessment penalty.

Assessment Penalty

A **ZERO** mark will be applied to assessment tasks that are late or where the student has not sat for an in-class task on the due date.

Students who receive a zero mark will be notified in writing. To appeal this zero mark, an illness/misadventure form with supporting evidence must be submitted to the Leader of Learning of the subject area within two school days. Master copies of the college Illness/ Misadventure forms are available in the Yr 11 Assessment Booklet (page 18) and can be downloaded from the Year 11, 2017 Class Edmodo page. Supporting documentary evidence must be attached to the Illness/Misadventure form.

The **Appeal Committee** consisting of the Head of Learning, Leader of Learning – Curriculum Area and Leader of Mission – Year 11, will consider each appeal.

Students will be notified in writing of the decision of the Appeals Committee.

All tasks **MUST** be submitted regardless of the penalty. Only in exceptional circumstances will the head of Learning and Leader of Learning allow further consideration.

If a student has been given zero marks because of failure to complete assessment tasks totalling 50% or more of the final course assessment marks, the NSW Education Standards Authority requires the Principal to certify that the course has not been studied satisfactorily.

Cheating and Malpractice in assessment tasks

Students who, are deemed by the Head of Learning and KLA Leader of Learning, to have cheated in any assessable task, or who have assisted another student to cheat, will be awarded zero marks for that task.

The following directives are excerpted from the NSW Education Standards Authority's 'HSC Assessments and Submitted Works – Advice for Teachers' document:

What is cheating in HSC assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It includes:

- copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own

Consequences of malpractice

The NSW Education Standards Authority treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in HSC written examinations and in projects or practical works.

Detected malpractice will limit a student's marks and jeopardise their HSC. One or more of the following will apply:

- reduced marks for all or part of the assessment/examination
- zero marks for part or all of the assessment/examination
- an interview with a 'malpractice' panel at our college and/or the Board of Studies
- loss of one or more courses towards the HSC award
- damage to the student's ability to apply for entry to TAFE or university courses or scholarships.

All work submitted that is part of an Assessment Task must be completed solely by the student (or in the case of Group Work, strictly according to the class teacher's directions).

In cases where an Assessment Task is completed either entirely, or partially, beyond College supervision (e.g. a take-home Task), students may be requested to present written documentation that clearly states that the work presented is the student's original work. In the case of some Research Tasks, Major Work or Projects, a student log, which may include photographs or draft work may be required by the teacher (or college assessment committee) and must be presented upon request.

If serious doubt arises regarding the authenticity and originality of work submitted, or there is evidence of plagiarism or cheating, a substantial penalty will result.

Students must follow the advice, rules and conventions regarding sources, quotations, plagiarism, etc. as set out in the modules of '*All My Own Work*', which were undertaken at the completion of Year 10.

Below are some instances of malpractice and if substantiated the following penalties will be applied:

- (a) Research Tasks (see previous page) - zero marks for the section or that part of or sections affected, or a zero determination for the entire Task.
- (b) Cheating in Examinations - zero determination for part or all of the paper.
- (c) Mobile phone or non-approved electronic device on person in formal examination – zero determination.
- (d) Should it be determined that another student in the year cohort course willingly assisted in cheating, copying, or plagiarism (including electronic data available via the internet or work from private tutors), then that student will also be awarded a zero determination or substantial penalty.
- (e) The passing on of assessment tasks or components of tasks from one student to another through digital form (eg. email) or in hard copy is considered as assisting in cheating. Students involved in this practice will also be awarded a zero determination or substantial penalty.
- (f) **Completing or preparing for Tasks during other normal lessons**, (other than official Study Periods) on the 'set' date, or 'due' date – appropriate school consequence.
- (g) Truanteing from a lesson, in part or whole, in order to prepare for a Task to be sat, or to complete a Task due to be handed up later that day - zero determination or substantial penalty for that task. As explained earlier in this information booklet, students need a doctor's certificate or misadventure evidence when absent.

GROUP WORK

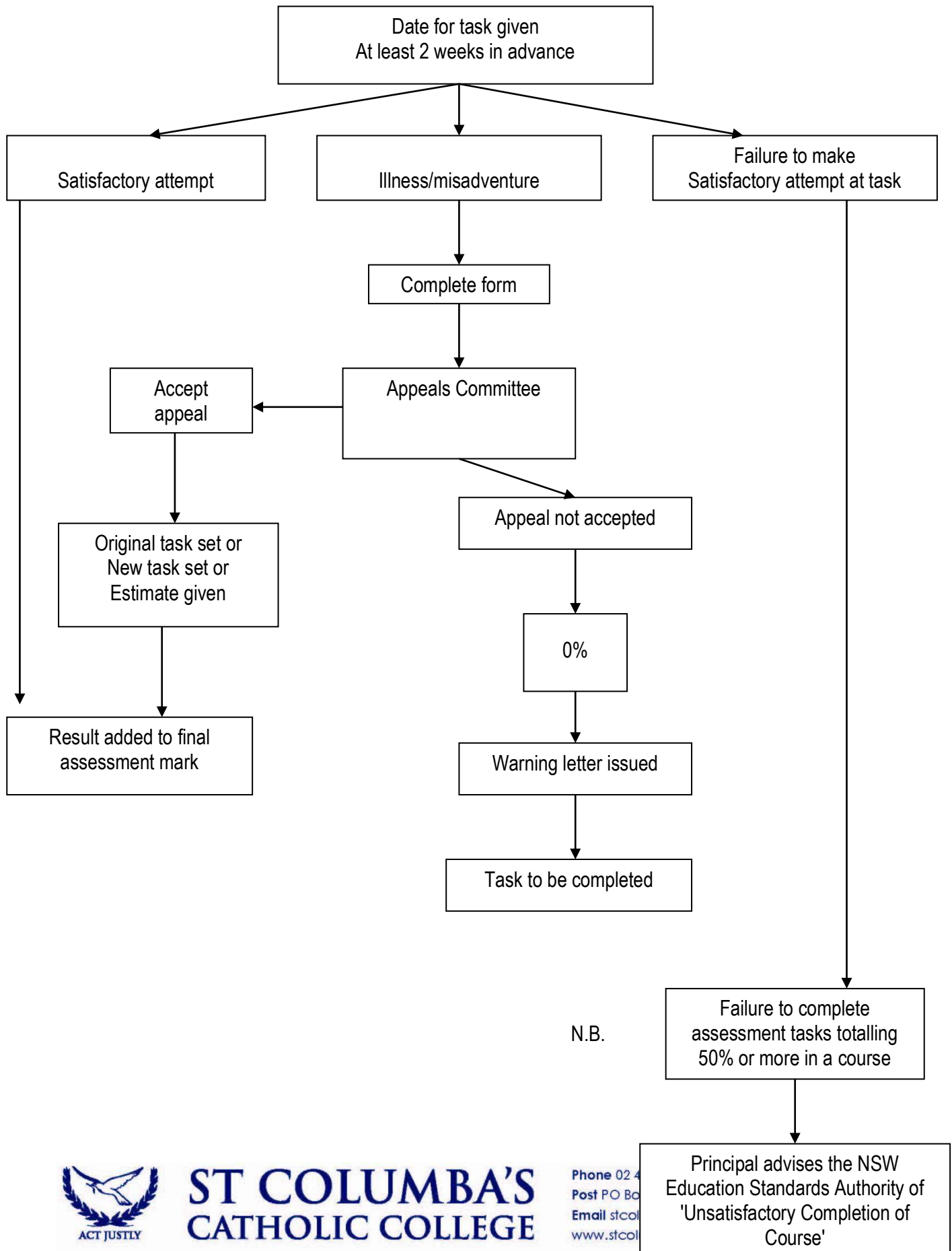
If a particular Task involves a student working in a group, the expectations of the class teacher will be made clear relating to what is expected of each individual within the group as distinct from what is expected of the group as a whole. Unless stated otherwise, each student will be required to submit his or her own separate Assessment Task.

FAILURE OF HOME COMPUTER SOFTWARE / HARDWARE, OR THE SCHOOL COMPUTER SYSTEM

- The School **does not accept responsibility** for the lateness of completion of Assessment Tasks due to the failure of any computer software or hardware.
- When using computers for Assessment Task completion students must ensure that work is **regularly saved to another storage device**, not just the computer hard drive.
- **A new unused storage device must be used for the purposes of 'saving'** on-going Assessment Task work so as to avoid corruption. This is the students' responsibility.
- USBs may also be used for the saving of work files but these need to be both home and school compatible and used properly. Opening and working directly in a USB file, rather than first transferring it to the computer desktop and working from there, can cause the USB to fail.
- Home printers are the responsibility of the student and must be kept in good order; ink and paper supply maintained.
- In rare cases, if an unexpected computer failure does occur, in order to prove the case, a student must be able to present both a 'saved to disk', or printed draft hardcopy or upload to Edmodo (with date stamp if asked by the teacher to do so) of the work completed at the time, as well as an explanatory note from their parents or guardian. Note: **The saved file must not be opened after the due date/time in order for it to be considered as evidence.**
- Students must not take for granted that on the day of a due task a 'saved' completed Assessment Task can be brought to school and printed off at some time on the 'due' day using school facilities. The School System could be experiencing difficulties that day, or system maintenance or repair being undertaken.
- Ideally all Assessment Task computer work and final printout should be done at home, and ready for handing 24 hours in advance of the 'due' date.
- **All tasks are to be submitted in 'hard copy'**, unless the task specifications clearly state that a digital copy is required.

Flow Chart for the 'N' Determination

(Unsatisfactory completion of Course)



**ST COLUMBA'S
CATHOLIC COLLEGE**

Phone 02 4
Post PO Bo
Email stcol
www.stcol

Dear Parent/Guardian,

**Re: OFFICIAL WARNING
- Non-completion of a Higher School Certificate Course -**

I am writing to advise that your son/daughter _____ is in
danger of not meeting the Course Completion Criteria for the Higher School Certificate course

(course name)

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____.
(course name)

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the
(student name) (indicate a), b) or c)
Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy
(student name)
Course Completion Criteria, the tasks,
requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the
(student name)
college if further information or clarification is needed.

Yours sincerely,

Leader of Learning

Head of Learning

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____.
(student name)

| Task Name(s) / Course Requirement(s) / Course Outcome(s) | Percentage weighting (if applicable) | Original due date (if applicable) | Action required by student | Revised date to be completed by (if applicable) |
|---|---|--|---------------------------------------|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Please detach this section and return to the college

Requirements for the satisfactory completion of a Higher School Certificate Course

- I have received the letter dated _____ indicating that _____
(student name)
is in danger of not having satisfactorily completed _____.
(course name)
- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ **Date:** _____

Student's signature: _____ **Date:** _____



**Illness/Misadventure Application Form
College Based Assessment**

Student's Name: _____ Homeroom: _____

Course: _____

Class Teacher: _____

Assessment Task Date: _____

Type of Task (tick one) In College Exam Test Task
or
 Task done outside college to be handed in

Outline the circumstances of your case.

.....
.....
.....

Do you have a Doctor's Certificate to support your case? If YES, attach it to the back of this form.

Do you have any other documentary evidence to support your case? YES/NO
If YES, list below the nature of the evidence and attach it to the back of this form.

.....
.....

Declaration

I/We declare that the above information is a true and accurate account of the circumstances surrounding the non-completion on/by the due date of the assessment task stated.

Student's Signature: _____ Date: _____

Parent's Signature: _____

College Use Only

Appeal: Upheld/Rejected Signature: _____

Student/Parents notified in writing of outcome.

Date notified: _____ By Whom: _____

To be completed by student, signed by class teacher and returned by student as evidence of lodging the Appeal.

Appeal Lodged by: _____ (Student's Name)

Date Lodged: _____ Teacher's Signature: _____



**Student Appeal Form
College Based Assessment**

Student's Name: _____ **Homeroom:** _____

Course: _____

Class Teacher: _____

Assessment Task Date: _____

Type of Task (*tick one*) In College Exam Test Task
or
 Task done outside college to be handed in

Outline the circumstances of your case.

.....
.....
.....
.....
.....

Declaration

I/We declare that the above information is a true and accurate account of the circumstances surrounding the appeal.

Student's Signature: _____ Date: _____

Parent's Signature: _____

College Use Only

Appeal: Upheld/Rejected Signature: _____

Student/Parents notified in writing of outcome.

Date notified: _____ By Whom: _____

To be completed by student, signed by class teacher and returned by student as evidence of lodging the Appeal.

Appeal Lodged by: _____ (*Student's Name*)

Date Lodged: _____ Teacher's Signature: _____

Preliminary and HSC School Report

Preliminary Course

Students will receive two formal reports during this course. A Semester 1 report will be issued at the end of Term 2 containing all assessments during the semester. A second report will be issued at the end of the Preliminary Course. This report will contain information using all assessments for the Preliminary Course.

HSC Course

Students will receive a college report at the beginning of Term 2. This report will contain assessment results up to and including tasks ending Term 1.

The final college report will be issued at the completion of the HSC ie end of Term 3 and will contain assessment results for Term 2 and Term 3 of the HSC course.

Assessment and Reporting Policy

- * Assessments should be primarily undertaken for the benefit of the learner. Its main purpose is in:
 - providing the student with honest and reliable information about strengths and weaknesses so that the student can grow in self-awareness
 - affirming the student and providing encouragement and incentive for further learning
 - diagnosing learning difficulties and gathering information that will help teachers meet the needs of individual students.
- * Information about the process of each learner will be obtained by the selective use of the four main methods of assessment:
 - observing pupil performance during lessons
 - inquiring from each pupil
 - marking products of pupil work
 - administering and scoring regular tests and examinations.
- * Each subject area will develop its assessment procedures so they are:
 - conforming to St Columba's Catholic College and NESA policies and meeting the requirements of reporting.
- * Fully informing the student about the Assessment program for any course/unit at the commencement of study. This information should include:
 - the nature of the tasks
 - the approximate timing of tasks
 - the relative weighting or importance of each task to the final assessment mark.
- * Ensuring that students understand the criteria for marking and giving adequate warning of completion dates.

Specific Guidelines Concerning Assessments in the HSC Year are contained in this policy document and in the Preliminary and HSC Student Assessment handbook.

All guidelines set out by the NSW Education Standards Authority and college must be followed.

1. What is Standards – Referenced Assessment?

The Higher School Certificate requires the study of a variety of courses with rich and varied learning experiences. Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learned and the level of achievement that they will need to demonstrate.

For this reason the Higher School Certificate has a standards-referenced approach to assessment and reporting. A standards-referenced approach to assessment and reporting means that the achievements of a student are assessed and reported against specified standards that are established for each course. These standards are reflected in the Bands for each course.

In the Higher School Certificate these standards are:

- the knowledge, skills and understanding expected to be learned by students as a result of studying the course – the Syllabus Standards
- the levels of achievement of the knowledge, skills and understanding (reported in six bands) – the Performance Standards.

Together, they specify what is to be learned and how well it is to be achieved.

A standards-referenced approach provides the means by which students know what they are expected to learn and the standards against which they will be assessed. Examination questions in the Higher School Certificate will be linked to syllabus outcomes and clearly indicate what students are expected to demonstrate in their responses.

Internal school assessment will provide:

- a measure of a student's attainment
- an order of merit.

2. Competency Based Assessment

The courses within the Curriculum Frameworks are competency-based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used and that a record be held by the Registered Training Authority of the competencies achieved. Each school in the Parramatta Catholic Education System is part of the Registered Training Authority (RTO).

In a competency-based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed standard – not the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either **competent** or **not yet competent**. Assessment should be fair, valid and consistent.

Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it necessarily desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an **integrated** or **holistic** approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes and is emphasised in the Training Packages that support these Framework courses.

For more information regarding this area see the Curriculum Framework Syllabus documents and the Industry Curriculum Framework Information Packages.

3. Common Questions on Assessment

Will the HSC examination test all HSC course outcomes?

The examination will test a sample of the course outcomes in any one year. Values and attitudes outcomes will not be included in the examination.

If a student achieves a HSC mark of 50 does it equate with Band 1 or Band 2?

A mark of 50-59 equates with Band 2, 60-69 equates with Band 3 and so on.

What percentage of students can be expected to be placed in Band 1?

There is no predetermined percentage of students to be placed in each band. The standards reached by candidates will determine the distribution in each subject.

Will internal assessment count as part of the HSC result?

The internal assessment and the external examination will carry equal weighting in the determination of the student's HSC result. Each component will be worth 50%.

What is to be the method for determining the moderated assessment mark?

For each course the internal assessment marks submitted by the school will be moderated by using the performance of the school course group in the examinations. The moderated assessment and the examination mark will be averaged to provide a composite mark.

How will achievement in Band 1 be different from an 'N' determination?

Students who gain an HSC mark that place them in Band 1, and so below the minimum standard expected, may be still deemed to have met the criteria for completion of the course. Students who, after the appropriate processes have been followed, receive an 'N' determination are considered not to have satisfactorily completed the course.

Students who achieve a mark for a course in Band 1 will have the course credentialed on their Record of Achievement while students receiving an 'N' determination will not.

Are all students in the HSC of an equivalent standard?

A standards-based approach is about establishing meaningful standards in particular subjects not about equating standards across them.

All courses in the HSC will be given rigorous in terms of the standard of knowledge, skills and understanding expected of the students undertaking them.

The process of setting standards for each HSC course has involved:

- an evaluation of the content and outcomes of existing courses
- an analysis of the standards of performance that students are currently demonstrating through HSC examinations. This involved experienced HCS markers analysing student responses to questions in recent HSC examinations including written answers, major works, projects and performances.

The use of information about current standards of performance has meant that the learning outcomes and content for each of the HSC courses are set at an appropriate standard.

For each HSC course an internal assessment program is prepared.

The HSC teachers will provide an assessment mark to the NESA and give clear feedback to students on their achievement of outcomes and relative positions within the school group.

It is suggested that in the school assessment program teachers will:

- focus their assessment tasks on syllabus outcomes
- use a range of task types
- assist students to know and understand the outcomes to be assessed
- develop marking schemes for assessment tasks using words from the outcomes and, where appropriate, the draft performance bands.
- provide feedback to students on 'what a student knows and can do' and 'what a student needs to work on'.

What other assessment materials will be available to schools?

Specimen examination papers are available on the Board of Studies Website.

- Examination reports including marking schemes for each course.
- Samples of students' examination responses at the cut-off marks between performance bands.
- The performance bands.

Will it matter if teachers' judgements about standards differ from school to school when determining the internal assessment mark?

No, this will not disadvantage any student. Moderation of school assessments using the examinations will still be in place. This will ensure comparability of assessment marks from each school by matching those assessment marks to the performance of each school group on the common external exam. Over time it is expected that judgements of student achievement across the state will converge as teachers develop a clear understanding of the standards.

Do the performance scales apply to Preliminary courses as well as HSC courses?

The performance scales are primarily a tool for reporting student achievement at the end of the HSC course. The scales are based on the HSC outcomes. However, they can have a useful place in supporting teaching and learning throughout Years 11 and 12. They can be used to provide:

- goals for the development of student learning
- a common language for providing feedback to students, and
- a means for helping students chart their progress.

They become more relevant the further into the HSC course students have progressed.

When deciding on satisfactory completion of a Preliminary or HSC course, what does achievement of some or all of the outcomes mean?

Board of Studies course completion criteria have not changed. Satisfactory completion of Preliminary and HSC courses will continue to include the requirement that some or all of the course outcomes have been achieved. This means that a teacher makes an on balance decision that there has been at least some achievement by the student of what students are expected to learn in the course. Teachers have been making this decision for many years under the previous Higher School Certificate.

How can the internal assessment mark most accurately reflect the standard achieved by an individual student by the end of the course if their performance varies during the course?

Internal assessment measures overall performance in all the components of the course. The performance of some students during the course of the HSC assessment program might significantly alter from the first assessment task to the last. Changes in performance can vary for a variety of reasons including which outcomes are the focus of the assessment task.

In assessing student achievement against standards the final assessment mark is more likely to reflect the standards achieved when:

- The weight of individual tasks is not less than 10 per cent nor more than 40 per cent so that no one task counts too little or too much
- Tasks towards the end of the assessment program have higher weight values so that the later performances count more
- Outcomes and components are assessed by more than one task so that there is more than one opportunity to demonstrate achievement of the outcomes.

It is important that the weightings allocated to each task in the college's assessment program be adhered to.

Reporting in the Higher School Certificate

In the Higher School Certificate there are two types of reporting:

Formative Reporting

Feedback to students from assessment tasks can be either verbal or written. This feedback constitutes 'formative reporting'.

This type of reporting is usually attached to assessment tasks. It can, for example, be in the form of the task criteria given to students. A student, upon receiving their grade, would refer to the task criteria related to that mark to gain an understanding of the standard they are working on at the moment.

The feedback relates to 'what the student can do' and 'what the student needs to work on in order to improve'. The purpose of the feedback is to assist the formation of the student in relation to improving their performance in relation to achievement of the outcomes of the course.

Summative Reporting

This occurs at the end of a course or at specified times during a course, for example after a set of examinations.

This method of reporting indicates the level of a student's achievement 'at a particular point in time'. The HSC report for example, is a summative report given to students at the end of the HSC course.

When this reporting occurs during a course, such as after a set of examinations, it can also be formative in that the student has an opportunity to learn it in order to improve subsequent performance.

HSC. REPORTING

The following documentation will be sent to students upon completion of the HSC. This consists of:

- testamur with a statement that the student has attained a Higher School Certificate
- a list of subjects and the marks gained. This will include your assessment mark and examination mark, final mark and Bands achieved
- a Course Report for each subject that you have sat for. This provides detailed explanations of the achievement level reached by the student in that subject as a result of the combination of assessment and examination results.

Performance Bands

In a Standards Referenced Framework all student achievement is related to a predetermined standard. These standards do not change.

The Performance Bands described the levels of student achievement expected AT THE END OF THE HSC YEAR. They are based on the HSC course outcomes. A set of bands is available for every Board Developed Course.

Teachers will develop, for assessment tasks, performance standards and descriptions based on the particular outcomes being assessed in that task and relevant to either the Preliminary Year or the HSC Year.

Academic and Major Awards

Academic Awards to the students who have achieved first place in their courses based on their HSC assessment. These students will receive a certificate and medal outlining their outstanding achievement.

Year 12 Major Awards

St Columba Award

This award is given to students for contribution to the faith life of the college and living out Christian values in their daily lives and giving witness to our college ethos.

Iona Award

This award is given to students for their involvement in the life of the college through active service.

Act Justly Award

This award is given to students who have displayed a commitment to social justice within and beyond the college community.

First in Course medals are awarded at the completion of the Preliminary and HSC courses.

Academic Excellence Medals are awarded to a select group of students who have attained a high level of academic excellence throughout the Preliminary and HSC Courses.

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. This Glossary is common across all courses and subjects.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

| | |
|-------------------------------------|---|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgement of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically analyse/ evaluate | Add a degree or level or accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluate) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for an/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant an/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

Preliminary HSC Assessment Schedules

2017

Preliminary HSC assessment grids for each course will be distributed in class by the subject teacher. Students will be asked to sign a class list to acknowledge the receipt of this grid. Students will be notified of any changes to the date of an assessment task in writing with two weeks notice.