

**ST COLUMBA'S  
CATHOLIC COLLEGE**



## **STAGE 6**

# **Assessment Information Booklet**

## **Year 12, 2017**



# TABLE OF CONTENTS

<b>WHY DO COLLEGES NEED TO HAVE AN ASSESSMENT POLICY</b>	<b>1</b>
<b>WHAT IS THE PURPOSE OF THE HSC PROGRAM OF STUDY?</b>	<b>1</b>
<b>REQUIREMENTS OF THE EDUCATION ACT</b>	<b>2</b>
<b>CURRICULUM REQUIREMENTS FOR THE HSC</b>	<b>3</b>
<b>A DEFINITION OF COURSES</b>	<b>4</b>
<b>BOARD DEVELOPED COURSES</b>	<b>5</b>
<b>CATEGORY B COURSES</b>	<b>5</b>
<b>FRAMEWORK COURSES - BOARD DEVELOPED AND INDUSTRY ACCREDITED</b>	<b>6</b>
<b>CONTENT ENDORSED COURSES - CEC6</b>	
<b>TAFE OR TVET</b>	<b>6</b>
<b>ASSESSMENT GUIDELINES IN THE PRELIMINARY AND HSC YEARS</b>	<b>7</b>
<b>ASSESSMENT IN VOCATIONAL EDUCATION COURSES</b>	<b>8</b>
<b>THE ST COLUMBA'S CATHOLIC COLLEGE POLICY</b>	<b>9</b>
<b>FLOW CHART FOR THE 'N' DETERMINATION</b>	<b>13</b>
<b>SAMPLE LETTER - NON-COMPLETION OF AN HSC COURSE FORM</b>	<b>14</b>
<b>SAMPLE LETTER - ILLNESS/MISADVENTURE FORM</b>	<b>20</b>
<b>SAMPLE LETTER – APPEAL FORM</b>	<b>21</b>
<b>ASSESSMENT IN THE HIGHER SCHOOL CERTIFICATE</b>	<b>23</b>
<b>REPORTING IN THE HIGHER SCHOOL CERTIFICATE</b>	<b>27</b>
<b>ACADEMIC AND MAJOR AWARDS</b>	<b>28</b>
<b>A GLOSSARY OF KEY WORDS</b>	<b>29</b>

## Why do Colleges need to have an Assessment Policy?

The College Assessment Policy has been designed so that no student can be advantaged or disadvantaged by the school'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.

Central to College Assessment Policy is justice and the dignity of each person.

Internal school assessment plays an important role in assessing overall student achievement in an 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 e.g. 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 (Terms 1, 2 & 3 + Week 1 & 2 of Term 4)**

**HSC Year = Year 12 (from Term 4, Week 3 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 Board of Studies Teaching & Educational Standards 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 Board of Studies Teaching & Educational Standards for students who have:

- gained a Record of School Achievement (or other qualification considered satisfactory by the Board)
- attended a government school (or accredited, registered non-government school)
- participated, to the Board's satisfaction, in courses of study which have been determined to be appropriate
- completed those courses to the Board'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 the Board.

*The Board 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 the Board, be justified.*

# Curriculum Requirements for the HSC

The Higher School Certificate (HSC) is a Certificate issued by the Board of Studies Teaching & Educational Standards.

**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

<b>Preliminary Year</b>	<b>HSC Year</b>
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 Year the pattern of study must comprise a minimum of 12 units and in the HSC Year a minimum of 10 units.

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

To be eligible for the HSC at St Columba's Catholic College a student must also study at least 1 unit of Board Developed or Board Endorsed Religious Education i.e. Studies of Religion 2, Studies of Religion 1 or Religion: Catholic Studies (1 unit).

## Definition of Courses

**Board Developed Courses (BDC)** are written by the Board of Studies Teaching and Educational Standards 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 course time per week. Most subjects are 2 units.

**Board Developed – Framework Courses** are developed by the Board of Studies Teaching & Educational Standards 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 which may be offered at St Columba's are 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 St Columba's Catholic College and approved by the Board of Studies Teaching & Educational Standards 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 Board of Studies Teaching & Educational Standards 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, Exploring Early Childhood, Photography and Visual Design.

## **Board Developed Courses**

At St Columba's Catholic College the following Board Developed Courses are offered for students to choose during the Yr 11 subject selection process:

<p style="text-align: center;"><b>2 Unit Board Developed Courses</b></p>	<p style="text-align: center;"><b>1 Unit Board Developed Courses</b></p>
<p>Agriculture Ancient History Biology Business Studies Chemistry Construction* Dance Drama Earth &amp; Environmental Science Engineering Studies English Advanced English Standard Entertainment Industry* Food Technology Geography Hospitality Operations* Industrial Technology- Timber and Furnishings Information Technology* Japanese Continuers Legal Studies Mathematics General Mathematics (2 Unit) Modern History Music 1 PDHPE Physics Primary Industries* Senior Science Society &amp; Culture Software Design &amp; Development Studies of Religion II Textiles and Design Visual Arts</p>	<p>Studies of Religion 1 English Extension I English Extension 2 - Yr 12 only History Extension – Yr 12 Japanese Extension Mathematics Extension I Mathematics Extension 2 – Yr 12</p>

## **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

<b>2 Unit Board Developed Framework Courses</b>
Business Services Construction Hospitality Operations Entertainment Primary Industries

<b>2 Unit Content Endorsed Courses</b>
English Studies Photography, Digital and Video Imaging
<b>1 Unit Board Endorsed Courses</b>
Religion, Catholic Studies

### TVET or TAFE

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 at our College. Students at St Columba's have access to a variety of courses. Information about TVET courses is available from the College's Leader of Learning -VET (Mr Geoff Sullivan).

# Assessment Guidelines in the Preliminary and HSC Years

## 1. Board of Studies Teaching & Education Standards Requirement

**Assessment Certificate and Examination Manual –  
Board of Studies, August 1999 page 150**

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

- a) followed the course developed or endorsed by the Board of Studies Teaching & Education Standards; 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 this 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 half-yearly examination block is in Weeks 7 and 8 of Term 1, 2017. The Trial Examination is in Weeks 3 and 4 of Term 3, 2017.

# Assessment in Vocational Education Courses

## 1. Board Developed Framework Courses

Framework Courses have been developed jointly by industry and the Board of Studies Teaching & Educational Standards. 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 Board of Studies Teaching & Educational Standards 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. This is 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 Board of Studies Teaching & Educational Standards 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.

# The St Columba's Catholic College Policy

## 1. Internal Assessment

Assessment starts:

The HSC assessment will begin during Term 4 after the completion of the Preliminary Course. Students will be issued at the start of the HSC Course Assessment guidelines and Assessment Grids for each course. Students will be required to sign that they have received their assessment grids for each subject. Furthermore, if assessment dates change, students will need to sign a new sheet to indicate they have received a new grid.

- Students must satisfy course requirements in at least 10 units of study to be eligible for the Award of the Higher School Certificate. Students who have not satisfactorily completed the requirements of the Preliminary Course will NOT be eligible for the award of the 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.
- Semester Reports are issued during the HSC Course – Semester One reports will be distributed during Week 10, Term 1, 2017 and Semester Two reports will be distributed during Week 10, Term 3, 2017.

## 3. Student Responsibilities

- To familiarise yourselves with the general College Policies as outlined in the Students Assessment Handout and Assessment Grids. All Board of Studies requirements are available on the web at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).
- To speak with the Leader of Learning, Head of Learning or Assistant Principal if you are in doubt about the requirements contained in our Assessment Policy.
- To co-operate with the process of Assessment at our College.

- **It is the student's responsibility to inform the college and Leader of Learning concerned 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.**

## College Assessment Policy *(applicable for 2016 HSC)*

In order to meet the requirements of the Higher School Certificate, the Board of Studies 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**

In the case of illness, a student who is absent on the day of a formal HSC assessment task (both hand in and in-class tasks) must have a **Doctor's certificate** covering the period of absence. The Doctor's Certificate is **mandatory**. For an in-class task, the student will sit the task the next school day after the Doctor's Certificate period of illness expires. With hand-in tasks the student will be expected to submit the task the next school day after the Doctor's Certificate period of illness expires.

### **Documentary Evidence Required for Misadventure**

Students who cannot attend an in-class task or submit a hand-in task owing to misadventure reasons must provide suitable documentary evidence to support their misadventure.

Tasks not submitted on the due date owing to computer, printer, USB and Internet failure may not be acceptable for grounds of misadventure. Students must have means of backing up their work or provide sufficient evidence to show the assessment task has been completed to avoid an assessment penalty.

### **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 HSC assessment tasks clearly stipulate the due date. The assessment notification document will outline the submission details. All hand-in tasks must be submitted by **9am on the due date** to the subject teacher or relevant Leader of Learning in **Brauer Hall**. 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. Illness/Misadventure forms are available from Student Services. Supporting documentary evidence must be attached to the Illness/Misadventure form.

The **Appeal Committee** consisting of the Assistant Principal, Head of Learning, Leader of Learning and Leader of Mission – Year 12, 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 a zero mark because of failure to complete assessment tasks totalling 50% or more of the final course assessment marks, the Board of Studies 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 extracts from the Board of Studies' '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 Board of Studies 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 students found to have engaged in any form of malpractice will be entered onto the BOSTES Malpractice Register – This will be made known to the student and their parents/caregivers.

### **HSC Reporting**

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

- A Testamur with a statement that the student has attained a Higher School Certificate
- A list of subjects and the marks gained. This will include the assessment mark and examination mark, final mark and the Bands achieved
- A Course Report for each subject that the student has enrolled in. 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.

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 task 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 will receive a consequence by the class teacher.
- (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 COLLEGE COMPUTER SYSTEM**

- The College **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 college 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

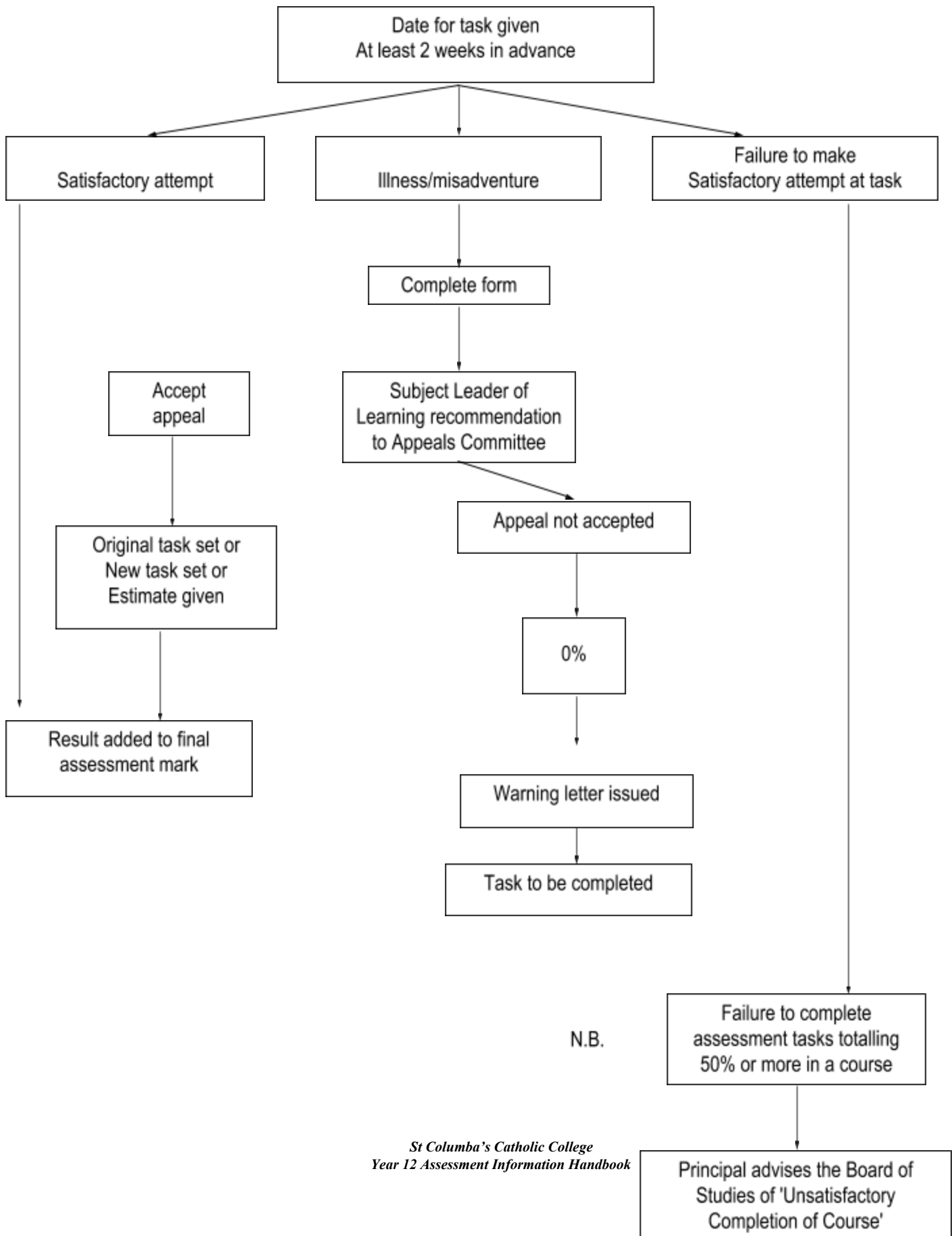
school and printed off at some time on the 'due' day using college facilities. The College system could be experiencing difficulties that day, or system maintenance or repair being undertaken.

- Ideally all assessment task computer work and final printout should be done at home, and ready for handing in 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)



N.B.



## Non-Completion of an HSC Course First Warning

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dear \_\_\_\_\_

The purpose of this letter is to advise you that \_\_\_\_\_ has not completed the course requirements in \_\_\_\_\_ non-completion of course requirements in the course. This determination will mean that he/she will not receive a result in this course and it may/will affect his/her eligibility for the award of the Higher School Certificate.

**Course in jeopardy:** \_\_\_\_\_

The following information specifies those areas where your son/daughter is failing to meet Board of Studies Teaching & Educational Standards NSW course requirements:

### Section A

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

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

\_\_\_\_\_ has not to date satisfactorily met \_\_\_\_\_  
(a), (b), (c) or all three areas

### Section B

Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth 50% is not sufficient; tasks worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying for a course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations.

Whilst the Board of Studies does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. The Board of

Studies suggests a minimum of 85% attendance. All such warnings must relate the absences to specific unsatisfactory completion of course requirements. The following list notifies you of the tasks; course requirements or course outcomes not yet completed and/or for which \_\_\_\_\_ has not yet made a genuine attempt. In order for him/her to satisfy course requirements the following tasks, course requirements or course outcomes need to be satisfactorily completed:

**Task Name/Course Requirement/Course Outcome:** \_\_\_\_\_

**Percent Weighting towards Final Assessment Mark: (if applicable)** \_\_\_\_\_

**Date Task Initially Due: (if applicable)** \_\_\_\_\_

**Action required by student: (tick a box)**

complete task by specified date       provide a doctor's certificate       provide a misadventure form

**Date to be completed by:** \_\_\_\_\_

Please regard this letter as an **official warning**. The Board of Studies Teaching & Educational Standards requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Please discuss this matter with \_\_\_\_\_ and contact the college if information or clarification is needed. *(Student)*

Sincerely,

\_\_\_\_\_  
Leader of Learning

\_\_\_\_\_  
Head of Learning

✂.....

This is the FIRST warning letter, please detach this section and return to the relevant Leader of Learning immediately.

## **REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF AN HSC COURSE**

I have received the letter dated \_\_\_\_\_ indicating \_\_\_\_\_ is in danger of not having satisfactorily completing the course in \_\_\_\_\_

I am aware of the work that needs to be completed to ensure \_\_\_\_\_ (your child) meets course requirements and is eligible for the HSC.

Parent's/Carer's signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Non-Completion of an HSC Course  
Second Warning Letter**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dear \_\_\_\_\_

The purpose of this letter is to advise you that \_\_\_\_\_ is in danger of receiving an 'N' determination for non-completion of course requirements in the course listed below. This determination will mean he/she will not receive a result in this course and it may/will affect his/her eligibility for the award of the Higher School Certificate.

**Course in jeopardy:** \_\_\_\_\_

The following information specifies those areas where your son/daughter is failing to meet Board of Studies Teaching & Educational Standards course requirements:

**Section A**

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

- d) *followed the course developed or endorsed by the Board; and*
- e) *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the college; and*
- f) *achieved some or all of the course outcomes*

\_\_\_\_\_ has not to date satisfactorily met \_\_\_\_\_  
(a), (b), (c) or all three areas

**Section B**

Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth 50% is not sufficient; tasks worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying for a course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations.

Whilst the Board of Studies Teaching & Educational Standards does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. The Board of Studies Teaching & Educational Standards suggests a minimum of 85%

attendance. All such warnings must relate the absences to specific unsatisfactory completion of course requirements. The following list notifies you of the tasks; course requirements or course outcomes not yet completed and/or for which \_\_\_\_\_ has not yet made a genuine attempt. In order for him/her to satisfy course requirements the following tasks, course requirements or course outcomes need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome: \_\_\_\_\_

Percent Weighting towards Final Assessment Mark: (if applicable) \_\_\_\_\_

Date Task Initially Due: (if applicable) \_\_\_\_\_

Action required by student: (tick a box)  complete task by specified date  
 provide a doctor's certificate  provide a misadventure form  other

Date to be completed by: \_\_\_\_\_

Please regard this letter as an **official warning**. The Board of Studies Teaching & Educational Standards requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Please discuss this matter with \_\_\_\_\_ and contact the college if information or clarification is needed.  
(Student)

Sincerely,

\_\_\_\_\_  
Leader of Learning

\_\_\_\_\_  
Head of Learning

✂.....

**This is the SECOND warning letter, please detach this section and return to the relevant Head of Learning immediately.**

### **REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF AN HSC COURSE**

I have received the letter dated \_\_\_\_\_ indicating \_\_\_\_\_ is in danger of not having satisfactorily completing the course in \_\_\_\_\_

I am aware that this course may not appear on his/her Higher School Certificate. I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Carer's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Non-Completion of an HSC Course Third Warning Letter

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dear \_\_\_\_\_

The purpose of this letter is to advise you that \_\_\_\_\_ is in danger of receiving an 'N' determination for non-completion of course requirements in the course listed below. This determination will mean he/she will not receive a result in this course and it may/will affect his/her eligibility for the award of the Higher School Certificate.

**Course in jeopardy:** \_\_\_\_\_

The following information specifies those areas where your son/daughter is failing to meet Board of Studies Teaching & Educational Standards course requirements:

### Section A

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

- g) *followed the course developed or endorsed by the Board; and*
- h) *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the college; and*
- i) *achieved some or all of the course outcomes*

\_\_\_\_\_ has not to date satisfactorily met \_\_\_\_\_  
(a), (b), (c) or all three areas

### Section B

Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth 50% is not sufficient; tasks worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying for a course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations.

Whilst the Board of Studies Teaching & Educational Standards does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. The Board of Studies Teaching & Educational Standards suggests a minimum of 85%

attendance. All such warnings must relate the absences to specific unsatisfactory completion of course requirements. The following list notifies you of the tasks; course requirements or course outcomes not yet completed and/or for which \_\_\_\_\_ has not yet made a genuine attempt. In order for him/her to satisfy course requirements the following tasks, course requirements or course outcomes need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome: \_\_\_\_\_

Percent Weighting towards Final Assessment Mark: (if applicable) \_\_\_\_\_

Date Task Initially Due: (if applicable) \_\_\_\_\_

Action required by student: (tick a box)  complete task by specified date  
 provide a doctor's certificate  provide a misadventure form  other

Date to be completed by: \_\_\_\_\_

Please regard this letter as an **official warning**. The Board of Studies Teaching & Educational Standards requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Please discuss this matter with \_\_\_\_\_ and contact the college if information or clarification is needed. (Student)

Sincerely,

\_\_\_\_\_  
Leader of Learning

\_\_\_\_\_  
Head of Learning

\_\_\_\_\_  
Principal

✂.....  
This is the **THIRD** warning letter, please detach this section and return to the relevant **Head of Learning** immediately.

### **REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF AN HSC COURSE**

I have received the letter dated \_\_\_\_\_ indicating \_\_\_\_\_ is in danger of not having satisfactorily completing the course in \_\_\_\_\_

I am aware that this course may not appear on his/her Higher School Certificate. I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Carer's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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

**Student's Name:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Class Teacher:** \_\_\_\_\_

**Assessment Task Date:** \_\_\_\_\_

**Type of Task** (*tick one*)       In School Exam       Test  Task  
or  
 Task done outside school 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: \_\_\_\_\_

Parent Email Address: \_\_\_\_\_

**College Use Only**

Appeal: Upheld/Rejected Signature: \_\_\_\_\_

Student/Parents notified in writing of outcome.     

**LOL RECOMMENDATION:**

\_\_\_\_\_





**Student Appeal Form  
School Based Assessment**

**Student's Name:** \_\_\_\_\_ **Homerom:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Class Teacher:** \_\_\_\_\_

**Assessment Task Date:** \_\_\_\_\_

**Type of Task** (*tick one*)  In School Exam  Test  Task  
or  
 Task done outside school 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: \_\_\_\_\_

**Assessment and Reporting Policy Concerning Assessments in the HSC Year are contained in this policy document**

- \* Assessments should be primarily undertaken for the benefit of the learner. Its main purpose is in:
  - providing the student with honest and reliable feedback 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:
  - Undertaking ongoing formative assessment practices. Namely the use of:
    - assessment for learning,
    - assessment of learning and
    - assessment as learning.
- \* Each subject area will develop its assessment procedures so they are:
  - conforming to St Columba's Catholic College and Board of Studies Teaching & Educational Standards 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.

All guidelines set out by the Board of Studies Teaching & Educational Standards 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 Catholic Education Diocese of Parramatta 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 expect 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 mark that is 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.

#### ***What is an 'N' determination?***

Students who gain a HSC mark that place them in Band 1, and henceforth 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 to have unsatisfactory completion of the course.

#### ***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 HSC 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 Board and give clear feedback to students on their achievement of outcomes and relative positions within the school group.

It is suggested that in the college 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, mapped against, 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 Teaching & Educational Standards 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 by the Board of Studies, using the examinations are 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 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 an 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 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 of the 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 outlined in 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 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 achieving 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 student improve their achievement of the outcomes and therefore their HSC performance.

## **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. A school report, for example, is a summative report. When students receive HSC results from Board of Studies Technical & Educational Standards this is also a summative report..

## **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 assessment mark and examination mark, final mark and the Bands achieved
- A Course Report for each subject in which the student has enrolled. This report provides detailed explanations of the achievement level reached by the student in that subject. It includes both the 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 describe the levels of student achievement 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.

# Academic and Major Awards

**Academic Awards** are presented to the students who have achieved first place in their courses based on their HSC assessment. These students will receive a certificate and medal celebrating 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 HSC courses.

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



# **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.

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