

ST COLUMBA'S  
CATHOLIC COLLEGE



**STAGE 5**

**Assessment Information  
Handbook**

**Year 10, 2024**

February, 2024

# Table of Contents

|   |    |
|---|----|
| 1. Rationale.....   | 2  |
| i. Why do we need to have an Assessment Policy?.....  | 3  |
| ii. Rights and Responsibilities of Learners in the assessment process.....  | 3  |
| iii. What is the purpose of the Record of School Achievement Program of Study?.....                                 | 4  |
| iv. Requirements of the Education Act.....  | 4  |
| 2. Curriculum Requirements for the Record of School Achievement.....  | 5  |
| i. Overview - The Record of the School Achievement.....   | 6  |
| ii. Eligibility Requirements for the Record of School Achievement.....  | 7  |
| 3. Record of School Achievement Grades.....   | 8  |
| 4. Assessment Guidelines and Procedures:  |    |
| i. Formal Assessment Tasks: Distribution of Assessment Tasks, Assessment Schedules and the Assessment Calendar..... | 9  |
| ii. Changes to Assessment Schedules and the Assessment Calendar.....  | 9  |
| iii. Submitting Hand-in Assessment Tasks.....   | 9  |
| iv. In-class Assessment Tasks.....  | 10 |
| v. Technological Failure.....   | 10 |
| vi. Return of Student Work.....   | 10 |
| vii. Absence due to Illness or Misadventure.....  | 11 |
| viii. Procedure for absence due to Illness or Misadventure.....   | 12 |
| ix. Absence during VET Work Placement or Work Experience.....   | 12 |
| x. Absence due to Leave Requests.....   | 12 |
| xi. 'N' Determinations.....   | 13 |
| xii. Student Appeals.....   | 16 |
| xiii. Cheating, Malpractice and Academic Misconduct.....  | 16 |
| xiv. HSC: All My Own Work.....  | 18 |
| xv. Invalid or unreliable Assessment Tasks.....   | 18 |
| xvi. Disability Provisions.....   | 18 |
| 5. Record of School Achievement Reporting.....  | 19 |
| 6. Curriculum Documents:  |    |
| i. Assessment Schedules.....  | 20 |
| ii. Illness/Misadventure Form.....  | 20 |
| iii. Official Warning Letter Form.....  | 21 |
| iv. Zero Letter Form.....   | 23 |
| v. Appeal Form.....   | 24 |
| 7. A Glossary of Key Words.....   | 25 |

# 1. Rationale

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning, involving the gathering of valid and useful information and making judgements about student achievement for a variety of purposes.

In Stage 5, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of student achievement and course completion in Stage 5 courses
- providing data for the end of school credential (RoSA/HSC).

NESA mandates that all schools are required to develop an assessment program for each Stage 5 course.

Assessment at St Columba's Catholic College is both formal and informal and uses three approaches of assessment for, as and of learning to enable teachers to gather evidence and make judgements about student achievement:

- Assessment FOR Learning: *involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.*
- Assessment AS Learning: *occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning. Self and peer feedback is integral in this form of assessment*
- Assessment OF Learning: *assists teachers in using evidence of student learning to assess achievement against outcomes and standards. This approach to assessment is sometimes referred to as 'summative assessment'.*

At St Columba's Catholic College, a variety of assessment tools are used to measure student performance. The nature of tasks vary within and across courses.

Effective formal assessment tasks are:-

- based on syllabus outcomes
- valid instruments for what they are designed to assess
- those which include criteria to clarify for students what aspects of learning are being assessed
- those which enable students to demonstrate their learning in a range of task types
- reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- those which enable students and teachers to use feedback effectively and reflect on the learning process
- inclusive of and accessible for all students
- part of an ongoing process where progress is monitored over time.

Assessment is **standards referenced**. Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement. 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.

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.

### **i. Why do we 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 Record of School Achievement (RoSA). 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 Record of School Achievement (RoSA) course by:

- assessing student achievement of a wider range of syllabus outcomes;
- providing multiple opportunities for students to demonstrate their achievements;
- providing different ways for students to demonstrate their achievements.

### **ii. Rights and Responsibilities of Learners in the assessment process**

Every student at St Columba's Catholic College has the right to:

- fairness and equity in the assessment process
- at least two week's notice for any assessment task
- feedback on their assessment work within a two week (10 school day) timeframe
- be fully informed about the assessment program for each course/unit at the commencement of study
- not have more than 2 assessment tasks on one day
- appeal
- disability provisions if they have significant learning needs

Every student at St Columba's Catholic College has the responsibility to:

- keep a copy of every Assessment Task
- submit every Assessment Task on time (hand in)
- participate fully in all 'in class' Assessment Tasks
- cooperate with the process of assessment at our College and follow all procedures
- inform the College and relevant Leader of Learning if they are to be absent on the day of an Assessment Task
- to be familiar with the information contained in this *Assessment Information Handbook*
- regularly attend school

### iii. What is the purpose of the Record of School Achievement (RoSA) Program of Study?

The purpose of the Record of School Achievement (RoSA) 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:
  - Year 11 Preliminary HSC certificate and Year 12 HSC
  - 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.

### iv. 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 Record of School Achievement (or other qualification considered satisfactory by NESA)
- 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 courses 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 of Education 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.

## 2. Curriculum Requirements for the Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a Certificate issued by NESA.

**To be eligible for the Record of School Achievement (RoSA) a student must:**

1. Satisfy NESA's mandatory curriculum requirements for the award of a Record of School Achievement (RoSA) are listed below. All time allocations are indicative. Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes.

Mandatory Curriculum Requirements:

|  |  |
|--|--|
| <b>English</b>   | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.   |
| <b>Mathematics</b>   | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.   |
| <b>Science</b>   | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.   |
| <b>Human Society and its Environment</b>                   | To be studied substantially throughout each of Years 7-10. 400 hours are to be completed by the end of Year 10 and must include 100 hours of each of History and Geography in Stage 4 (Years 7-8) and 100 hours of each of Australian History and Australian Geography in Stage 5 (Years 9-10) |
| <b>Languages</b>   | 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.  |
| <b>Technological and Applied Studies</b>                   | The mandatory 200-hour course in Design and Applied Technology. At least 50 hours of the mandatory course must be devoted to learning about and using computers. This requirement will be met by integrating computer technology in appropriate Design Projects.                               |
| <b>Creative Arts</b>                                       | The 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.   |
| <b>Personal Development, Health and Physical Education</b> | The mandatory 300-hour integrated course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10 to allow for student maturation and to maintain physical fitness. 300 hours to be completed by the end of Year 10.              |

NESA does not require schools to offer additional studies. However, it provides a wide range of additional courses that, if taught during Stage 5 in accordance with Board Developed or Board Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA).

### **Internal Assessment**

The Record of School Achievement is based on internal school based assessment, not external tests. Generally the Record of School Achievement (RoSA) Internal Assessment commences mid Term 1. Students have been issued with guidelines and Assessment Schedules for each course in this handbook. Students must fulfill all assessment requirements within this internal assessment program. Students are encouraged to use this handbook to make an Assessment Calendar of all the tasks that appear in their subject assessment grids for the year.

#### **i. Overview - The Record of School Achievement (RoSA)**

In 2011, the NSW Government announced the abolition of the School Certificate and proposed a new credential, called the Record of School Achievement (RoSA), recognising that education has changed significantly over the past 45 years.

As the school leaving age has been raised to 17 years, most students who decide to leave school will do so during Years 11 or 12. RoSA will enable them to still receive a record of their school achievements.

The new credential will:

- ✓ Be a record of achievement for students who leave school prior to receiving their HSC;
- ✓ Report results of moderated, school-based assessment, not external tests;
- ✓ Be available when a student leaves school any time after they complete Year 10;
- ✓ Show a result for all courses completed;
- ✓ Be able to reliably compare between students across NSW;
- ✓ Give students the option to take online literacy and numeracy tests up to five times between Years 10 and 12; and
- ✓ Be comprehensive and offer the ability to record a student's extracurricular achievements.

The end date for Year 10 will be the last college day in term 4. Year 10 students will be expected to be at the college until this date, unless written permission is given by the College Principal.

## ii. Eligibility Requirements for the Record of School Achievement (RoSA)

To be eligible for a Record of School Achievement (RoSA), a student must:

- have attended a government school; or have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Record of School Achievement (RoSA) applies; or have attended a school outside New South Wales recognised by NSW Education Standards Authority (NESA), and
- have participated, to NESA's satisfaction, in courses of study that have been determined under the Act as appropriate to be undertaken by candidates for the School; and
- have been accepted by NESA as having satisfactorily completed those courses of study; and
- have undertaken, to NESA's satisfaction the assessment tasks set; and
- have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA; and
- have completed Year 10.

### Requirements for the award of the Record of School Achievement (RoSA)

To qualify for the award of the Record of School Achievement (RoSA), a student must:

- satisfactorily complete the mandatory curriculum requirements of NESA; and
- attend the college until the final day of Year 10 as determined by the College principal
- make a serious attempt at the Record of School Achievement (RoSA) assessment tasks.

*NESA may refuse to grant a Record of School Achievement (RoSA) 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. It is at principal's discretion to ask a student to repeat year 10, until all requirements of the RoSA are satisfied.*

### Attendance

Principals may grant students leave for legitimate reasons such as illness, physical injury or emergency family issues. All leave requests must be made in writing to the College Principal. If leave has been granted during the year there will be no effect on course completion requirements provided that students have completed compensatory assignments during the period of absence or have been able to catch up on missed work on their return to the college. If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extended period of unapproved absence may result in non-completion of a course(s) and may impact on eligibility for the award of the Record of School Achievement (RoSA).

### Satisfactory course completion requirements

For the satisfactory completion of a course, it is your responsibility to:

- follow the course developed or endorsed by the Board; and
- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the college; and
- achieve some or all of the course outcomes.



### 3. Record of School Achievement (RoSA) Grades

For each course studied for the Record of School Achievement (RoSA), student performance will be reported as a grade A – E. The grade received is determined by the College, based on performance in the course throughout the year.

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A–E for each course. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. These descriptors are ‘end of course’ descriptors and teachers apply these when determining the final grade to be allocated. This grade indicates the students’ level of achievement of the outcomes for all Stage 5 Syllabuses.

#### Determining Stage 5 RoSA Course grades

The process for RoSA Grade determination for Year 10 and Year 11 is reflected in each KLA Assessment Plan.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the college in making the final judgement of the grade to award you at the end of Year 10. No grades will be awarded for Life Skills Courses. These are reported through the achievement of outcomes listed on the Student Profile.

Your teacher will give you written **feedback** on your assessment tasks. Clearly marked on the assessment task will be ONE of the following grades (**A, B, C, D or E**). With the nature of some tasks a mark and grade may be provided.

The grades allocated to formal assessment tasks may differ to grades allocated for Semester Reports. Grades for semester reports will also include “informal” class work undertaken during the semester.

#### General Performance Descriptors

|          |   |
|----------|---|
| <b>A</b> | The student has an <b>extensive</b> knowledge and understanding of the content and can <b>readily</b> apply this knowledge. In addition, the student has achieved a <b>very high level</b> of competence in the processes and skills and can apply these skills to <b>new</b> situations. |
| <b>B</b> | The student has a <b>thorough</b> knowledge and understanding of the content and a <b>high level</b> of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to <b>most</b> situations.                                      |
| <b>C</b> | The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an <b>adequate</b> level of competence in the processes and skills.  |
| <b>D</b> | The student has a <b>basic</b> knowledge and understanding of the content and has achieved a <b>limited</b> level of competence in the processes and skills.  |
| <b>E</b> | The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved <b>very limited</b> competence in <b>some</b> of the processes and skills.  |

## 4. Assessment Guidelines and Procedures

### i. Formal Assessment Tasks: Distribution of Assessment Task Notification Sheets, Assessment Schedules and the Assessment Calendar

At the commencement of Year 10, students will be issued with an Assessment Handbook (hard copy) and Assessment Schedules (available on the College website and Year 10 Google Classroom page) for each course. Due dates for each assessment task for each course are placed on the Assessment Calendar which is also published on the College website. It is mandated at St Columba's Catholic College that students in Year 10 attend an Assessment Information session where they will be required to sign a class list to indicate that they have received their Assessment Handbook and Assessment Schedules.

Formal Assessment Tasks are either 'hand-in' tasks or 'in-class' tasks. Students will **NOT** be required to complete **more than two assessment tasks** on any given day of the calendar year.

Students at St Columba's Catholic College will be provided with **at least TWO weeks notice** of an assessment task in an Assessment Task Notification Sheet. This notification sheet will be provided to all students on **GOOGLE CLASSROOM** and must be signed for by each student, this will be either a hard copy or electronically via Google Classroom.

The Assessment Task Notification Sheet provides the following information to students:

- the date for submission or completion of a task
- the syllabus outcomes being assessed in the task
- details of the task to be completed
- marking criteria for the task (not including examination/test tasks)

NB: Any word count stipulated on an Assessment Task needs to be adhered to. Instances where a student's assessment task exceeds the word limit, the student's work will be marked up to the specified word count.

### ii. Changes to Assessment Schedules and the Assessment Calendar

The date of an assessment task may need to change from the original for various school circumstances. If assessment dates need to change, students will be provided with sufficient written notice of the change. All changes to assessment dates will be amended on the Assessment Calendar on the College website.

If the Assessment Task Notification Sheet has not yet been distributed to students, a new assessment schedule will be issued to students. This new schedule will be published on the College website and the Assessment Calendar will be amended. If the Assessment Task Notification Sheet has been distributed to students, the teacher will issue a 'Change of Date to Assessment' sheet to students indicating the new date and reason for change. This rescheduling is subject to the approval of both the relevant Leader of Learning and the Head of Learning. The Assessment Calendar will be amended.

Students will sign a class list to indicate they have received written documentation of any change to assessment.

### iii. Submitting Hand-in Assessment Tasks

In order to meet the requirements of the RoSA, NESA mandates each candidate to have completed **all assessment tasks**. **Students MUST submit ALL tasks**, irrespective of any penalty which may be applied. Only in exceptional circumstances will the Principal, Assistant Principals, Head of Learning and Leader of Learning allow further consideration.

Students must follow this procedure when submitting assessment tasks:

- All hand-in tasks must be submitted **on the due date according to the submission instructions detailed on the assessment notification**. This may be in hard copy directly to the subject teacher or relevant Leader of Learning in Brauer Hall, at the beginning of the lesson or submitted via the class Google Classroom page.
- Tasks that are submitted after this time will require an Illness/Misadventure form and may result in a zero penalty for part or all of the assessment.
- Assessment tasks **MUST NOT** be submitted to Student Services or to the Main Office. Submission instructions are clearly identified on the Assessment Task Notification Sheet.
- Assessment tasks **CANNOT** be submitted on USB drives, or via Edmodo/Google classroom or email, unless the class teacher provides direction of this in writing. Tasks submitted by electronic means which have not been received by the due date may be penalised with a zero penalty for part or all of the assessment.

#### iv. In-class Assessment Tasks

'In-class' assessment tasks must be completed on the due date stipulated on the Assessment Task notification sheet. Tasks that are not completed at this time will require an Illness/Misadventure form and may result in a zero penalty for part or all of the assessment.

#### v. Technological Failure

Tasks not submitted on the due date owing to computer, device, printer, USB and Internet failure **WILL NOT** be acceptable for grounds of misadventure. **If a student fails to submit an assessment task on time claiming technological failure, a ZERO PENALTY will apply, unless they can provide sufficient evidence of draft work which must be submitted to the teacher on the due date.**

**The backing up of all work is the responsibility of the student** and the College does not accept responsibility for the lateness of completion of assessment tasks due to technological failure. Students should employ strategies to prevent the loss of work. These might include:

- backing up files regularly
- sending work to your email during the progress of the task
- printing off hard copies during the progress of the task
- saving work in Google Drive
- backing up devices regularly

The use of College facilities on the due date for the printing/finalising of assessment tasks is not permitted.

#### vi. Return of Student Work

All student work is **returned to students within a two week timeframe (ten (10) school days)**. Returned student work will contain advice which indicates:

- the student's attainment in the task relative to the outcomes
- the student's relative position within the school group
- feedback which indicates to the student how they can improve

## vii. Absence due to Illness or Misadventure

Each assessment task must measure the student's actual performance, not potential performance. The assessment process will not compensate for factors such as extended illness, misadventure or domestic problems, which may have affected a student's performance throughout the course. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Notwithstanding this provision, where a student fails to complete an assessment task through absence or is unable to present an assessment for inclusion in the assessment program, yet seeks a mark or grade for the task, the student should complete and submit an Illness/Misadventure form available in this Assessment Handbook or from Student Services.

Misadventure relates to an **unexpected** event that may impact on a student completing an assessment.

**The submission of all documentation related to Illness/Misadventure appeals is entirely the responsibility of the student and the onus of proof sits with them.**

Students wanting to make an Illness/Misadventure appeal must submit the appropriate form with all relevant documentation within **2 days of their return to school**. After 2 days, a Zero Penalty and Warning Letter will be issued.

If the reason for absence is deemed **valid** by the relevant Leader of Learning and the Head of Learning and the appeal is upheld, then one of the following conditions will apply:

- The mark/grade awarded for the hand-in or in-class task will stand (depending on the nature of the task, the time lapsed and that the Leader of Learning is convinced that no advantage is gained by the student)
- An alternative/substitute task will be completed (this is the recommended option)
- An extension of time may be granted, **in exceptional circumstances** and only approved by the Head of Learning\*. No requests for extension will be granted.

\*Any student granted an extension will have a maximum of 5 days after the Assessment Task was originally due. The time length of the extension is determined by the Head of Learning in relation to each individual case. The additional time provided for any granted extension must fall within the time the task is due to be returned to all students.

- An estimate will be awarded, but **only in exceptional circumstances**, and only if authorised by the Principal and delegated to the Head of Learning. This will be calculated at the end of the course in consultation with the Head of Learning and will be based on the student's performance and rank in other Assessment Tasks in the course.

The following examples will be considered valid reason for the situations listed above:

- Illness or injury supported by:
  - **a Doctor's Certificate (this is mandatory)\***
- Death/funeral of a member of the student's family
- Representing the College at a recognised event. (This will only be accepted if prior selection has been achieved and the student has evidence to support this)
- Other exceptional circumstances at the discretion of the Principal or Head of Learning in consultation with the relevant Leader of Learning.

\* **Backdated medical certificates are not accepted.** The doctor's certificate must reflect the specific dates that the student has missed the task, covering the period of absence. Students are required to see their medical practitioner on the day of their absence.

If the reason is deemed **invalid** by the relevant Leader of Learning and the Head of Learning and the appeal is rejected, then a **ZERO PENALTY** will be applied and a **WARNING LETTER** issued; however the task must still be completed.

Students and parents will be notified in writing of the outcome of each Illness/Misadventure appeal through a copy of the Illness/Misadventure form returned to the student's Homeroom Box.

### **viii. Procedure for absence due to Illness or Misadventure**

1. Student or parent contacts the College Office as soon as possible, who will inform the respective teacher and Leader of Learning that same day
2. Student completes the Illness/Misadventure form and submits the form with attached supporting documentation within **2 days** of returning to school. In the case of illness, a doctor's certificate is mandatory.
3. The Leader of Learning indicates their recommendation on the Illness/Misadventure form to the Head of Learning. Further consultation between LOL and Head of Learning occurs as necessary.
4. Students report to their subject teacher **on the first day of return to school** so alternative arrangements can be made regarding the completion of in-class tasks
5. For in-class tasks, students must be **prepared to sit the task on the day they have returned to school** with a Doctor's certificate
6. For hand-in tasks, students will be required to submit the task electronically by the due date, through the Google Classroom or via email, by 9am.

### **ix. Absence during VET Work Placement or Work Experience**

For hand-in tasks, students must submit these on or before the due date. The method of submission can be negotiated with the student and the teacher or the Leader of Learning.

For in-class tasks, students must negotiate a new date with their class teacher **before** the Work Placement or Work Experience which must be approved by the Leader of Learning. This decision must be communicated to the student in writing.

### **x. Absence due to Leave Requests**

Leave is not approved, unless it is an emergency or exceptional circumstances. If a parent is intending to take his/her child out of the College on leave, a **request must be made in writing to the Principal** at least two weeks before the planned departure. It is a legislative requirement that students attend school. Only the College Principal can grant an exemption from attendance as a result of exceptional circumstances. Consequently, parents are required to submit a leave request letter and form (obtained from Student Services or the College website) which provides the following details to the Principal:

- first and last day of leave
- reason for the request for leave

The Principal will notify the parent/s of the outcome of the leave request in a written response.

Students who go on planned leave without requesting leave from the Principal, will receive a ZERO PENALTY for any Assessment Task that is missed during their leave.

Students who go on leave will be required to submit/complete any assessment task they will miss BEFORE their departure. This will be arranged with the class teacher, approved by the Leader of Learning and communicated to the Head of Learning. Communication of the new date for completion/submission of the Assessment Task will be provided to the student **in writing** via the 'Change of Date to Assessment' Sheet.

**It is the full responsibility of the student to see the class teacher or Leader of Learning regarding arrangements for any missed Assessment Tasks due to leave.**

As stated previously all tasks must be completed to fulfil course requirements.

## **xi. 'N' Determinations**

In following NESA requirements, the College Principal must have sufficient evidence that a student has satisfied the following course completion criteria:

- (a) followed the course developed or endorsed by NESA
- (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

Satisfactory completion of courses is judged, among other things, by attendance and level of involvement in class, the assignments, homework completed and a student's level of achievement. If the Principal determines that the student is in danger of not completing a course satisfactorily, they will be warned in writing in time for them to correct the problem and satisfactorily complete the course. If the student is deemed not to have completed a course, they will receive an 'N' determination. The course will be listed as 'Not Completed' and this may mean that the students is not eligible for the award of a Record of School Achievement (RoSA) in that year. A student who receives an "N" determination may at principal's discretion be asked to repeat Year 10.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the College Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the college review of your appeal, you should advise the Principal that you wish the appeal to be referred to NESA.

A student who has failed to submit/complete an Assessment Task will receive a **ZERO PENALTY and WARNING LETTER** if he/she:

- does not submit the Assessment Task by the due date, without valid illness/misadventure documentation submitted within 2 days
- claims the reason of not submitting the Assessment Task is due to technological failure, and is unable to submit any draft work on the date the task is due
- is absent for an Assessment Task, without valid illness/misadventure documentation submitted within 2 days
- is found to have engaged in malpractice, for all or part of a task
- does not make a serious attempt to complete an Assessment Task

If a student is awarded a ZERO PENALTY, parents will be informed in writing through the *Official Warning Letter*. This letter will provide details of the non-completion of the task and will also provide a new date for the submission/completion of the task. The ZERO PENALTY will apply to the calculation for this task, and may impact the final RoSA grade. If a zero penalty is awarded the task must still be completed for feedback from the teacher and to fulfill course requirements

At St Columba's Catholic College, the following procedure will apply when warning letters are issued:

**1. First Warning Letter:**

- a. The class teacher informs the Leader of Learning that the student is not meeting the requirements of the course
- b. The class teacher makes phone contact to the parent to inform them and discuss the issue
- c. The Leader of Learning generates the *Official Warning Letter* and gives to the Head of Learning for processing and emailing to parents
- d. Copies of the *Official Warning Letter* are provided to the class teacher, Leader of Learning, and for the Student File

**2. Second Warning Letter:**

The second warning letter is issued only if the student is still not meeting the requirements of the course based on the same task/s that were indicated in the first warning letter.

- a. The class teacher informs the Leader of Learning that the student has still not shown that they are meeting the requirements of the course
- b. The Leader of Learning makes phone contact to the parent to inform them and discuss the issue
- c. The Leader of Learning generates the *Official Warning Letter* and gives to the Head of Learning for processing and emailing to parents
- d. Copies of the *Official Warning Letter* are provided to the class teacher, Leader of Learning, and for the Student File

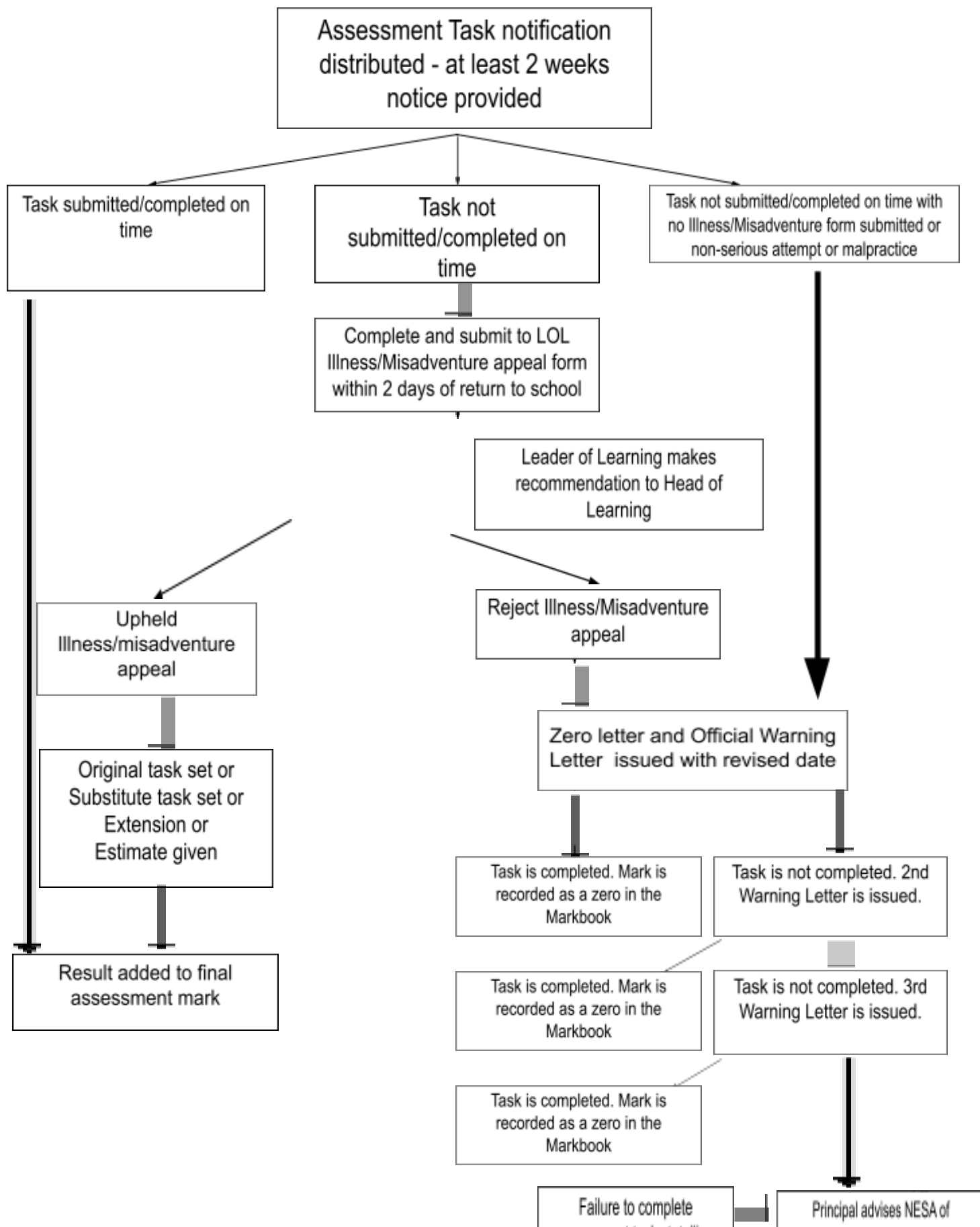
**3. Third Warning Letter:**

The third warning letter is issued if the student is still not meeting the requirements of the course based on the same task/s that were indicated in the second warning letter.

- a. The class teacher informs the Leader of Learning that the student has still not shown that they are meeting the requirements of the course
- b. The Leader of Learning generates the *Official Warning Letter* and gives to the Head of Learning for processing and emailing to parents
- c. The Head of Learning makes phone contact to the parent to discuss the issue and inform them that an interview will be taking place, to be organised by the Principal's PA
- d. The Head of Learning informs the Principal's PA to organise an interview with the Principal, the Assistant Principals, the Head of Learning, the relevant Leader of Learning and the parent/s and student
- e. Copies of the *Official Warning Letter* are provided to the class teacher, Leader of Learning, and for the Student File

The Principal, as the delegate for the NESAs, will make the final determination about whether a student has not met the requirements of a course and as a result, will be issued with an 'N' Determination if the student fails to respond to requirements outlined in the Third Warning letter. The date due for all tasks is three weeks from the date the Warning letter is posted (this is to allow for Postal services).

## Flowchart for 'N' Determination Process





## xii. Student Appeals

A student has the right to appeal if they feel that:

- they have been disadvantaged in any way by the organisation and administration of an assessment task.
- the mark/grade they received for an individual task does not reflect their work in relation to the marking criteria or there has been an error in the calculation of a mark
- their final RoSA grade in a course is not consistent with the progressive reporting throughout the year.

Appeals can be considered at any time after the assessment task has been issued to the students for completion and up to seven (7) days after the task is returned to the student. Appeals will not be accepted after that time.

In the case where a mark is queried by a student the following process is applied:

- Students should attempt to resolve any perceived problems arising from the marks awarded for an assessment task with their class teacher

If this is still unresolved for the student, the student will follow the process below. This same process is applied for any other forms of appeal.

1. An Appeal Form is completed by the student and given to the Head of Learning with any supporting documentation attached.
2. A College Assessment Appeal Committee consisting of the Head of Learning, the relevant Leader of Learning and relevant Leader of Wellbeing will meet to consider the appeal and determine an outcome.
3. The Head of Learning will notify in writing the student and their parents, the College Principal, the class teacher and the Leader of Learning regarding the outcome of the appeal and will keep records of the outcome of the appeal.

If the student is dissatisfied with the determination of the College Assessment Appeal Committee, they may make a written request for a review to the College Principal.

## xiii. Cheating, Malpractice and Academic Misconduct

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). Unless stated otherwise, each student will be required to submit his or her own separate assessment task.

**Malpractice is any activity that allows students to gain an unfair advantage over other students and is taken very seriously by the College and by NESAs.** It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- submitting work that has been partially or wholly created using Artificial Intelligence
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

If serious doubt arises regarding the authenticity and originality of work submitted by the class teacher, or there is evidence of plagiarism, cheating or misconduct, he/she must inform the Leader of Learning immediately. The Leader of Learning will inform the Head of Learning and an investigation, including the interviewing of students involved, will take place. This may involve students being requested to present evidence that proves that the work is their own. This could include an interview with the class teacher, where the student is asked to explain their understanding of the content covered in the task. The student could also be asked to provide evidence of the process of their work including diary/journal notes and progressive drafts, or to show the history in a Google Doc.

Students who are deemed, by the Head of Learning and the relevant Leader of Learning, to have cheated in any assessable task or who have assisted another student to cheat, will:

- be awarded a **ZERO PENALTY for that task OR components of the task as is deemed appropriate by the Head of the Learning and the Principal\***
- be issued with a **WARNING LETTER**
- be required to re-submit the task
- be entered onto the NESAs Malpractice Register (in Year 12 only)
- be placed on the College's formal Malpractice Register

NESA treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in HSC written examinations and in projects or practical works.

Information contained in the ***HSC Assessment and Submitted Works: Advice to Parents*** indicates that detected cheating in HSC written examinations, projects or practical works will face the following serious consequences:

- reduced marks for all or part of the examination,
- zero penalty for part or all of the assessment,
- an interview with a 'malpractice' panel at NESAs,
- 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 NESAs Malpractice Register**. This will be made known to the student and their parents/caregivers in writing and by phone contact made by the Leader of Learning.

The NESAs Malpractice Register is used by NESAs to identify and understand how malpractice occurs in Higher School Certificate assessment tasks and is an important part of building prevention strategies, and retaining confidence in the HSC. The data is published by NESAs but does not identify students or schools in the data.

The key data included in the register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied.

**\* Specific examples and penalties for cheating, malpractice and academic misconduct:**

- (a) Cheating in examinations - ZERO PENALTY for part or all of the examination.
- (b) Mobile phone or non-approved electronic device on person in formal examination or in-class assessment task – ZERO PENALTY for part or all of the assessment.
- (c) Another student in the cohort willingly assisted in cheating, copying, or plagiarism (including

electronic data available via the internet, via AI, or work from private tutors) - ZERO PENALTY for part or all of the assessment.

(d) The passing on of an assessment task or components of tasks from one student to another through digital form (eg. email) or in hard copy – ZERO PENALTY for part or all of the assessment.

(e) Completing or preparing for Assessment Tasks during other normal lessons, (other than official Study Periods) on the due date - ZERO PENALTY for part or all of the assessment.

(f) 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 PENALTY for part or all of the assessment.

#### **xiv. HSC: All My Own Work**

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. Before commencing the Preliminary HSC Course, NESAs requires that all students must demonstrate satisfactory completion of HSC: All My Own Work. Students must follow the advice, rules and conventions regarding sources, quotations, plagiarism, etc. as set out in the set modules, which will be completed at the end of Year 10.

#### **xv. Invalid or unreliable Assessment Tasks**

If an internal assessment task is deemed to be invalid or unreliable by the Principal, he or she has the discretion to direct that an alternative assessment task be implemented. Depending on the task and the outcomes being assessed, a revised Assessment Schedule may need to be issued which indicates new weightings for remaining Assessment Tasks in the assessment program for the course.

Where a task is invalidated and a change is required for the assessment program, students and parents will be communicated of this in writing. **Students will receive teacher feedback** on any work that has been submitted on a task that has needed to be invalidated.

#### **xvi. Disability Provisions**

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an assessment task. The provisions granted are solely determined by how the student's performance is affected. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. Students who believe they are eligible for Disability Provisions must contact Mrs Melissa Moran, Leader of Learning Learning Support for further information.

## 5. Record of School Achievement Reporting

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. Students will receive an indication of their performance for individual assessment tasks through a grade. A student, upon receiving their grade, would refer to the task criteria related to that grade 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 overall 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.

### School Progress Reports

Semester Reports are issued during Year 10. On these reports, students will receive an indication of their performance for the semester based on individual assessment tasks and informal learning tasks.

Semester One reports will be distributed during Week 8, Term 2, and Semester Two reports will be distributed during Week 9, Term 4.

At the end of Year 10 all students will be awarded a RoSA grade for each course (except for VET or Life Skills courses) based on their achievement of Semester 1 and Semester 2 outcomes as reflected in the assessment program. 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 NESA regulations.

## 6. Curriculum Documents

# Year 10 2024 Assessment Schedules

The Year 10 Assessment Schedules can be accessed online on the school website, via the Year google classroom page and by the link below.

[Year 10 2024 Assessment Schedule](#)

## Illness and Misadventure

Please click on the link below to access the College Illness and Misadventure Form.

[St Columba's Catholic College Illness and Misadventure Form](#)

Example

**St Columba's Catholic College**  
ACT JUSTLY

### Illness and Misadventure

**St Columba's Catholic College- Illness/Misadventure Form**

Please complete this Illness/Misadventure form within two days of your return to school.

teroft1@parra.catholic.edu.au [Switch accounts](#)

The name, email address and photo associated with your Google Account will be recorded when you upload files and submit this form

**\*Required**

Student's Name (First and Last Name) \*

Your answer

Homeroom \*

Choose

Course \*

Your answer

Class Teacher \*

Your answer

Assessment Task Date \*

Date

dd/mm/yyyy

Type of Task (select one) \*

Examination

In Class Task

Hand In Task

Outline the circumstances of your illness/misadventure? \*

Your answer

Cont'

Do you have a Doctor's Certificate to support your case? (if Yes, attach it to this form) \*

Yes

No

Do you have any other documentary evidence to support your case?

Yes

No

If Yes, outline the nature of the evidence

Your answer

Please upload your evidence to this form \*

[Add File](#)

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. \*

Yes

Student Signature \*

Your answer

Parent Signature \*

Your answer

Date \*

Date

dd/mm/yyyy

A copy of your responses will be emailed to teroft1@parra.catholic.edu.au.

[Submit](#) [Clear form](#)



## OFFICIAL WARNING LETTER Non-Completion of a Year 10 RoSA Course

12th October 2024

**Re: John Smith**

Dear Mr and Mrs Smith,

I am writing to advise that John is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in Mathematics.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This course is mandatory for the award of the Record of School Achievement

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as "Not Completed". Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

### Course Completion Criteria

For a student to satisfactorily complete a course, the NSW Education Standards Authority (NESA) required the principal 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 students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

To date John is not currently meeting one or more of those requirements. In particular, they have not met A & B of the course completion criteria.

This is the 1st official warning we have issued notifying you that John is a risk of not completing the above course.

The table below 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 John to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

| Task Name(s) / Course Requirement(s) / Course Outcome(s) | Percentage weighting (if applicable) | Original due date | Action required by student | Revised date to be completed by (if applicable) |
|--|--------------------------------------|-------------------|----------------------------|---|
| Task 2   | 20%                                  | 17/9/2024         | Complete Task 2            | 22/10/2024                                      |

Phone contact home has occurred: **Yes**

To support John in meeting the course requirements, we request that you discuss this matter with then, and encourage and support them to carry out the required actions. If you have any questions about this matter, please contact the school.

Please complete the acknowledgement below and return it to the college.

Yours sincerely,



Ms Robyn King



Chelsea Gawthorne

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**Requirements for the Satisfactory Completion of a Year 10 RoSA Course.**

**Please complete the form via the link below to acknowledge receipt of this warning letter.**

<https://forms.gle/fu8v6pSvpGcmYzDy7>



## Notification of Zero Penalty for an Assessment Task Year 10 RoSA Course

12th October 2024

Dear Mr and Mrs Smith,

John has failed to submit or complete an assessment task by the due date and has not provided an adequate reason, as outlined in the Assessment Information Handbook. Under the College Assessment policy, a zero penalty must be awarded.

**Course:** Mathematics  
**Assessment Task:** Task 2  
**Due date:** 17/9/2024  
**Weighting:** 20%

An Appeal against this determination may be presented to the Head of Learning on the *Student Appeal Form for School-based Assessment*.

Yours sincerely,

Ms Robyn King

Chelsea Gawthorne

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**Requirements for the Satisfactory Completion of a Year 10 RoSA Course.**

**Please complete the form via the link below to acknowledge receipt of this Zero Warning Letter.**

<https://forms.gle/fu8v6pSvpGcmYzDy7>





**Student Appeal Form for School-based Assessment**

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

**Homeroom:** \_\_\_\_\_

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

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

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

- Type of Task** (*tick one*)
- Examination
  - In class task
  - Hand in task

**Outline the circumstances of your appeal.**

.....

.....

.....

.....

.....

(attach any additional notes to the back of this form if you run out of space here)

Do you have **supporting documentation** to support your case? If YES, 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 appeal.

Student's Signature: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**College Use Only**

Appeal: Upheld / Rejected      Head of Learning Signature: \_\_\_\_\_

- Students / parents have been notified of the outcome of the appeal in writing
- A copy of this notification has been given to the relevant Leader of Learning, classroom teacher and Student Services

## 7. 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   |
| <b>Analyse</b>                      | Identify components and the relationship between them; draw out and relate implications   |
| <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<br>Recognise or note/indicate as being distinct or different from; to note differences between         |
| <b>Distinguish</b>                  |   |
| <b>Evaluate</b>                     | Make a judgement based on criteria; determine the value of  |
| <b>Examine</b>                      | Inquire into<br>Relate cause and effect; make the relationships between things evident; provide why and/or how  |
| <b>Explain</b>                      |   |
| <b>Extract</b>                      | Choose relevant and/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<br>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   |

## **Other Important Terms**

The list of terms below are other commonly used terms in the HSC Examinations that you should be familiar with.

### **Maths and Science Courses**

Prove

Show

Derive

Find

Graph

Tabulate

Solve

Complete

Interpolate

Extrapolate

### **TAS Courses**

Provide examples (two)

Provide a range of examples (more than two)

### **General**

What

How (how much), (process, by what means)

Why

To what extent

In what ways

Prioritise

Realise

Articulate

Explore

Critique

Suggest

Develop

Simplify

Determine

Support

Impact of

Importance of

Significance of

With reference to