

St Patrick's Marist College



Founded 1872

ASSESSMENT HANDBOOK - POLICIES

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1. THE PURPOSE OF HSC ASSESSMENT

THE REQUIREMENTS OF THE EDUCATION ACT 1990 AND AS PRESCRIBED BY THE NSW EDUCATION STANDARDS AUTHORITY (NESA) IN RELATION TO THE NSW HSC

The Education Act 1990 provides for the Higher School Certificate to be awarded by NESA to students who have:

- Gained a School Certificate or the Record of School Achievement (ROSA)
- Attended a government school (or registered and accredited 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 prescribed by the Minister or NESA

PLEASE NOTE FOR YOUR INFORMATION

The College as a representative authority of the NSW Education Standards Authority (NESA) may refuse to grant a Higher School Certificate to a student whose application at school has been deemed unsatisfactory, and therefore the student would be ineligible for the award of the HSC.

2. INTRODUCTION

It is necessary to satisfactorily complete 12 Units in the Year 11 course in order to proceed to the HSC year where a minimum of 10 units must be studied including a CEDP approved religious course. This handbook has been prepared to inform HSC students and parents of St Patrick's Marist College about the manner in which HSC Course Assessment procedures are implemented at the College.

The Assessment Policies aims to ensure fairness, justice and equity for each student in the completion of all assessment tasks including exams throughout the Year 11 and HSC Course of study.

Throughout Stage 6, a variety of activities will be used to assess a student's knowledge and skills including class topic tests, assessment tasks, research assignments, oral tasks, practical work and formal examinations. It is most important that students realise the need to work consistently throughout each course.

**A student's HSC is based on 50% School Assessment
+ 50% HSC exam**

3. STAGE 6 ASSESSMENT POLICIES AND PROCEDURES

RATIONALE

Assessment assists all students to improve because they are kept aware of their strengths and areas for further development in a course.

In its broadest sense, assessment is anything that helps clarify the learning needs of each student within a course. It is the process of obtaining information and using it to form judgements that in turn are used in decision-making about student learning and teaching practice.

Assessment at St Patrick's Marist College can be formal and/or informal and occurs in an on-going way as part of learning. The THREE approaches to assessment used at St Patrick's Marist College are all in line with current NSW and Australian Curriculum Syllabus Documents. These include:

- **Assessment OF Learning:** *assists teachers to use evidence of student learning to assess student achievement against learning goals and standards. This type of assessment is summative in nature.*
- **Assessment AS Learning:** *involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.*
- **Assessment FOR Learning:** *enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Teachers provide feedback to students about their learning and how to improve. This type of assessment is formative in nature.*

The policy and procedures outlined in this document reflect the principles of justice and accountability. They aim to enhance every individual learner's total development including the achievement of self-esteem, self-discipline and positive attitudes towards learning and improvement.

4. RESPONSIBILITIES OF STUDENTS

Every STUDENT at St Patrick's Marist College has the responsibility to:

- become fully aware of and adhere to the requirements of NESA, the College Assessment Policy and the Assessment Program for each Key Learning Area (KLA);
- note carefully the schedule of Assessment Tasks in the Assessment Handbook - Schedules from the College Website. Dates should be recorded in the Student Diary as a way of organising their learning;
- complete set learning tasks and all formal Assessment Tasks to the best of their ability, to present them on time and to conduct themselves honestly;
- maintain a balance between time and effort devoted to Assessment Tasks, homework and all learning activities completed in class;
- keep their parents informed about their learning progress and any learning difficulties;
- seek help and advice from teaching staff at times of difficulty;
- keep a file of marked Assessment Tasks and results;
- provide written evidence (e.g. Doctor's Certificate) of reasons for absence from or late submission of formal Assessment Tasks;
- show a satisfactory pattern of attendance;
- ask for a review of a mark within TWO days of an Assessment Task being returned if the need arises;
- contact the College on the morning of an Assessment Task/Examination if they are missing the task due to illness/misadventure and
- consider your formal assessment program before applying for any leave.

5. PURPOSE OF ASSESSMENT

Assessment is the process of gathering information and making judgements about a learner's achievement for a variety of purposes.

Schools use a variety of Assessment Tasks to measure performance across a range of syllabus outcomes. The nature of tasks varies within and across courses and may include assignments, fieldwork, reports, oral presentations, tests and examinations, portfolios, practical investigations, long-term pieces of work and performances. Each formal Assessment Task in a course is given a weighting (percentage of the total), based on syllabus requirements. Most courses have between three to five assessment tasks per year.

A learner's final Assessment Mark in a course is derived from Assessment Tasks. It is a measure of what a learner knows, understands and can do in that course. Assessment is standards referenced, i.e. achievement is assessed against the standards specified in a course as per NESA requirements.

6. ASSESSMENT PROCEDURES - FREQUENCY and SCHEDULING of FORMAL ASSESSMENT TASKS

All assessment procedures and policies are at the discretion of the College Principal.

The date for submission/completion of formal Assessment Tasks will clearly be made known to all learners at the commencement of the year via an Assessment Handbook and Assessment Calendar. These are published on the College Website and shared with students.

All formal Assessment Tasks will be advised to learners in writing with a minimum of TWO weeks notice, via the issuing of clear verbal instructions along with an Assessment Notification Sheet (in electronic form on Google Classroom). The Assessment Notification Sheet will provide the following information:

- *details of the task to be completed;*
- *the course outcomes to be assessed;*
- *the submission date or date the task is to occur;*
- *marking criterion for all non-exam/test tasks.*

The learning process includes students preparing themselves as well as possible for all aspects of assessment. All learners should record the due dates of an assessment task in their College Diary. **If students return to school after an**

absence they should immediately check with their teachers to see if an Assessment Task was issued. It is advisable to keep all assessment information including calendars prominently displayed in a home study area.

7. CHANGES TO ASSESSMENT SCHEDULES AND CALENDARS

The date of an Assessment Task can be changed if school circumstances make it advisable. If there is a change in date from the Assessment Handbook/Calendar, learners will be given reasonable notice (usually at least TWO weeks) of the alteration. In circumstances such as this:

- *the date will not be made earlier than that originally advised;*
- *the weighting of the Assessment Task will generally not be varied;*
- *every consideration will be given to ensure that learners do not suffer disadvantage.*

The relevant Leader of Learning is responsible for informing all learners, in writing, if a task needs to be rescheduled, and this rescheduling will be subject to the approval of the Head of Learning.

8. SUBMISSION OF ASSESSMENT TASKS

Hand-in tasks must be handed personally to the class teacher at the beginning of the appropriate subject period on the specified day. If for some unforeseen reason the subject is cancelled on that day, the relevant class teacher and Leader of Learning will organise an alternative way for the task to be collected.

It is **EVERY LEARNER'S RESPONSIBILITY** to keep a copy of their submission of the Assessment Task.

All hand-in tasks that are submitted electronically will be due at 9am on the due date. This would be clearly indicated on an Assessment Notification Sheet.

It is **EVERY LEARNER'S RESPONSIBILITY** to submit an Assessment Task on time.

9. PROCEDURE IF ABSENT DUE TO ILLNESS / MISADVENTURE

If a student is unable to attend school due to illness or misadventure, they **MUST** supply a medical certificate¹ or supporting documentation, covering all dates absent, along with a completed Illness and Misadventure Form **on the FIRST day they return to school.** This application is then considered and the student will be advised of the outcome. Failure to submit this documentation on the due date will result in a penalty which may result in a zero mark.

Reasons justifying absence or late submission may include the following:

- (i) **Illness**
- (ii) **Misadventure** – such as public transport delays or car breakdowns (in this case, students may be asked to provide proof of the circumstances leading to the delay)
- (iii) **Accident** – meaning some injury that physically or emotionally prevents a student from completing the task, exam or test (again a student may be asked to provide proof of the circumstances leading to the delay).

In each case, the onus of proof is on the student.

If a student has a prolonged absence through no fault of their own, there are set procedures for the school to follow. It is the responsibility of each student to keep their Leader of Wellbeing informed of the reason and anticipated period of absence or of any family hardships that they may be experiencing.

All tasks must be completed/submitted regardless of penalties to ensure student attainment of course outcomes.

9.1 Hand-in Assessment Tasks

If a student is absent on the day when a hand-in Assessment Task is due (e.g. an assignment that is to be physically handed in), **the student should contact their subject teacher and the relevant Leader of Learning informing them of the absence and the awareness that a task was due.** Where a task can still be delivered to the subject teacher on time by a parent or another person acting on the student's behalf, that too is appropriate and helpful and should be brought to the College Office where it will be passed on to the class teacher or Leader of Learning. If the Assessment Task is to be submitted electronically, the student should submit their task by 9am as specified by the notification.

¹ If illness is due to COVID, a medical certificate is not required. A screenshot from NSW Health or similar will suffice.

On the day the student returns to school (or earlier), the student must:

- *submit the Assessment Task;*
- *submit a completed Illness and Misadventure Form and*
- *submit any supporting documentation to the relevant Leader of Learning or Head of Learning in their absence*

The Leader of Learning will then make a judgement as to whether correct procedure has been followed alongside the Head of Learning and inform the student of the outcome.

Consequences: If the medical certificate covers all dates, on which the student was absent, and if they have followed all the above mentioned requirements, no penalty is applied. However, a penalty will be awarded if it is determined that the student has not followed the correct procedure.

Example: A student who has been absent submits their task during Period 4 to the subject teacher or Leader of Learning on the first day they return to school. This would result in the student receiving a penalty as the task and relevant documentation was not submitted at the correct time.

Students who are absent from school the day before a formal Assessment Task is due or set to be completed, and who DO NOT bring in a Doctor's Certificate explaining their absence, will be deemed as having an unfair advantage for that task. A penalty will be awarded in such cases. For tasks due on a Monday, this includes absences on the previous Friday.

9.2 In-class Assessment Tasks and Examination Blocks

Students who choose to attend a family holiday scheduled where assessment tasks or examination blocks are scheduled will receive a zero for the task unless prior arrangements are made.

If a student is absent on the day when an **in-class Assessment Task** is scheduled, the student is to contact the subject teacher and the relevant Leader of Learning informing them of the absence. (email is sufficient)

If a student is absent on the day of an exam during an **Examination Block**, an email is to be sent to the subject teacher, relevant Leader of Learning, Leader of Wellbeing and Head of Learning informing them of the absence. Examination Blocks at St Patrick's Marist College include:

Year 12	Trial HSC Examinations [Term 3] Half Yearly Examinations [Term 1]
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9.3 For an in-class Assessment Task:

On the day the student returns to school, they must submit a completed Year 9-12 Assessment Form and any supporting documentation to the relevant Leader of Learning by 9:00am if they have missed an in-class Assessment Task. **(The student MUST be prepared to complete the task on the day they return.)**

For an exam missed during an Examination Block:

On the day the student returns to school, they must submit a completed Year 9-12 Assessment Form and any supporting documentation to the Head of Learning by 9:00am if they have missed an exam during an Examination Block. The HOL will consult the relevant subject teacher and Leader of Learning and arrange an alternative time for the exam to be completed. **[The student MUST be prepared to complete the exam on the day they return.]**

For **in-class Assessment Tasks**, the subject teacher will consult the Leader of Learning, who decides the following options providing that the student has followed the correct procedure:

- (a) **Completion of an Alternative Assessment Task:** this task would be completed as soon as possible after the student returns. This is the recommended option. The alternative task will reflect the same level of difficulty as the original task. In this case the assessment mark achieved in the task would be recorded and will count towards the student's final course mark and rank (where applicable). No deliberate adjustment of the student's assessment mark or rank will take place. **[Marks and ranks are only reported on Year 11 and 12 reports.]**
- (b) **Completion of the Original Assessment Task:** this only occurs if the Leader of Learning is convinced that the student can gain no advantage over other students. This depends on the nature of the task and the time that has passed from the original date.
- (c) **Issuing an estimated mark:** this would be calculated at the end of the course in consultation with the Head of Learning. The estimate would be based on the student's performance and rank in other Assessment Tasks in the subject. This option is recommended if a significant amount of time has passed from the original assessment date and the student is not able to complete the task in the short term. (For example – due to extended illness.)

Consequences: If the medical certificate covers all dates, on which the student was absent, and if they have followed all of the above mentioned requirements, no penalty is applied. However, a penalty will be awarded if it is determined that the student has not followed correct procedure or the medical certificate does not cover all dates the student was absent. **Backdated medical certificates will not be accepted.**

If a Leader of Learning believes there is reason to apply discretion, they will discuss this immediately with the relevant Leader of Wellbeing and the Head of Learning.

10. EXEMPTION FROM ATTENDANCE AT SCHOOL (including holidays, work placement and representative sport or performance)

If an absence is anticipated on the day of an Assessment Task, the student must provide notice of this absence and seek approval to complete the task at an alternate time. The student will need to provide appropriate documentation in advance in order to receive special consideration of this kind.

Students are required to complete the **Application for Exemption from Attendance at School Form** that can be obtained from the College Office. Students must inform all their subject teachers of their absence and seek approval to complete an Assessment Task at an alternative time where applicable.

The subject teacher, in consultation with the relevant Leader of Learning, has the following options:

- *have the student complete the hand-in task **prior** to the leave commencing*
- *have the student complete the examination before the scheduled day*
- *grant the student an extension for hand-in tasks*
- *have the student complete an alternative Assessment Task*
- *issue the student with an estimate (requires consultation with the Head of Learning).*

NOTE: Leave, which is taken without the Principal's approval, may result in a penalty including a ZERO MARK being awarded if an Assessment Task is affected. If a student fails to inform their subject teachers of their absence and arrange an alternative to their assessment well before they take the leave, a penalty will be awarded which may include a Zero Mark.

11. APPLYING FOR AN EXTENSION

Extensions are likely to be rare occurrences and can only be issued by Leaders of Learning and/or the Head of Learning. Extensions of time will only be awarded in such cases as endorsed leave or illness of longer than two days' duration (proven with a medical certificate) or extreme family hardship.

Students must complete the Illness and Misadventure Form and submit this to the relevant Leader of Learning for an extension to be considered. It is not appropriate to submit an extension application the day before a task is due.

Extensions WILL NOT be granted for student error or for technological difficulties.

12. ILLNESS DURING AN ASSESSMENT TASK or EXAMINATION

In the case of a student becoming ill during an examination or in-class Assessment Task, the student should inform the teacher who is supervising, even if they are able to complete the task. All requests for special consideration must be completed on the Year 9-12 Assessment Form and submitted with any supporting documentation for the illness to the relevant Leader of Learning.

13. LATE SUBMISSION/COMPLETION of ASSESSMENT TASK WITHOUT AN ACCEPTABLE REASON

In other than the exceptional circumstances in which extensions are granted, late submissions of assessment tasks will incur penalties.

- The student will receive a penalty of 25% per day for the first two days and a zero mark for submission thereafter. On the awarding of the penalty or zero mark, the parents / guardian of the student will be informed by the College.

Students should be aware of the implications of this policy in the case of assessment tasks completed outside class. Put briefly, they can be summarised as follows:

- If the assessment task is one day late, a 25% penalty will be awarded.
- If the assessment task is two days late, a 50% penalty will be awarded.
- If the assessment task is more than two days late, a zero mark will be awarded.

- The assessment task is one day late after the designated time on the due date until the same designated time the following day. Each day following the due date will be counted, regardless of whether it falls on weekends, public holidays, etc

For any late submissions/completion of an Assessment Task without an acceptable reason (in the form of the documents already mentioned) the student will receive a penalty and be issued with a 'N' Determination' Warning Letter.

Students are reminded that they are expected to submit/complete **ALL** Assessment Tasks, even in cases where a penalty including a zero mark is awarded. Consistent failure to submit/complete Assessment Tasks could result in failure to satisfy NESA requirements and a subsequent 'N' Determination being recorded on a student's **Record of Student Achievement (RoSA)**.

14. USE of TECHNOLOGICAL DEVICES

Learners are more commonly using technological devices to assist them with the completion and presentation of their Assessment Tasks. Technology is a valuable tool that assists learning and makes learning more engaging. If students use technology for an assessment, or are required by their teacher to do so, they must factor into their preparation time a possible breakdown of that technology, ensuring that if the device fails, there is still time to complete the task in an alternative manner.

The **backing up of all work is the responsibility of every student** to ensure that, in the unlikely event of technological failure, there is evidence of work having been completed prior to the due date.

NO ALLOWANCES will be made for problems related to technological malfunction, including printers. **If a student fails to submit an Assessment Task claiming some technological failure as the reason, a penalty will be awarded for the assessment, unless sufficient and detailed evidence of draft work is submitted to the teacher on the due date.** This also relates to technology such as printers – it is the student's responsibility to ensure that there is sufficient time to print out a hard copy of a task if they are required to submit it in such a form.

If an Assessment Task is to be submitted electronically via email, Turnitin or via Google Classroom, this will clearly be stated on the Assessment Notification Sheet. It is the student's responsibility to ensure that the work is submitted on time via the correct method.

Strategies to avoid loss of work due to Technological Failure

- Always complete work well before the due date. This enables appropriate measures to be taken in the event of technological failure.
- Backup files regularly at home (especially files containing assessment tasks).
- Save copies of your work in Google Drive. These can be shared with your teacher.
- Print out copies of draft work and keep them while the assignment is in progress – not only to continue the work on, but also to provide evidence in the event of technological failure. (Printed copies can then be easily scanned, re-typed, or submitted as evidence of your progress.)
- Avoid working in files that are saved on USB/Memory Drive/Flash Drive. Transfer the file onto your technological device and complete the work on the device.
- If emailing a task to a teacher (only if this has been documented as the preferred method of submission), check the “SENT” folder in your email account to ensure the task has been delivered. **The onus is on the student to prove that the task was sent.**
- Take appropriate care of all technological devices as files can become unreadable due to lack of care. Storage in your bag whilst it is thrown around can easily cause damage to a device and its files.
- Ensure that all technological devices are updated and that they contain up-to-date Virus Protection.
- Keep all data safe by ensuring your password is kept secure. DO NOT share your password with any other students.

15. ACADEMIC MISCONDUCT

If a student's work is found to exhibit Academic Misconduct, a penalty including a ZERO MARK will be awarded and a 'N' Warning Letter will be sent home to inform parents.

Misconduct is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Examples of Academic Misconduct include but are not limited to plagiarism, collusion between students or with external tutors. Plagiarism includes the non-referenced copying of material from texts, internet sites and other sources. Any part of a student's assessment that appears in another student's task is an example of plagiarism. A student attempting to gain access to the contents of an examination task will be awarded a ZERO MARK.

Students who bring a technological device into an assessment or examination room (unless specified to do so), or are found to use a device as a way of gaining unfair

advantage will receive a ZERO MARK. This includes, but is not limited to, mobile phone devices and smart watches.

Plagiarism (Updated April 2020)

“Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.” - [NESA](#)

It is most important to understand that plagiarism is when you have used another source of information without acknowledging that source. Plagiarism can be avoided by acknowledging your sources using in-text citations and a reference list (bibliography), and using quotation marks when you directly quote another person's words.

Information about referencing can be found in the College diary and on the [Library Website](#). You can also speak to your teacher before submitting a task to ensure you have used appropriate referencing throughout your work.

Plagiarism is not just copying work from another source. There are several forms of plagiarism; the most common forms of plagiarism are:

Copying from another source

This is when a student copies directly from another source, for example, copying a paragraph from a website or your textbook.

Paraphrasing another source

This is when a student takes a paragraph from another source and then ‘changes it up’ by using synonyms or changing every third or fourth word.

Copying work from several sources and mixing it together

This is when a student copies sentences and paragraphs from several sources and mixes them together to make it appear as though the work is their own.

How to Avoid Plagiarism

- After reading another source of information, summarise the content without using the same words or phrases used in the original source (with the exception of subject-specific vocabulary).
- Keep a record of all sources consulted during the creation of your task and ensure these are included in the bibliography.
- Use in-text citation directly after referring to ideas from another source to acknowledge that the work is not your own but belongs to someone else.

Use quotation marks and in-text citation to identify phrases or sentences that are someone else's work. This includes definitions that you have used from, for example, your textbook.

(Updated April 2020):

All written assessment tasks that are to be submitted via Google Classroom will generate a similarity report. This report will be used to determine possible sources of plagiarism. Any student with a similarity report that indicates sections of material have been copied from another source (including but not limited to other students' work, published tasks, exemplars given by teachers) will be deemed to be plagiarised and a penalty will be awarded. Work that is highlighted in a similarity report that has appropriately been referenced (using in-text citation and bibliography) or is a commonly used phrase or definition may not be deemed to be plagiarised but will be looked at on a case by case basis using teacher professional judgement. A task may be suspected of plagiarism even if the similarity report does not identify sections of material as 'similar' to another source. In the event a task is suspected of plagiarism, an investigation will be conducted.

All sections of text identified as 'similar' - whether the report identifies 3% or 35% - must be appropriately referenced or unavoidable, for example, in the instance of re-writing the question asked in your task (which will appear as 'similar' in all tasks submitted). **Any section of text that is considered to be plagiarised will not be included in the marking of that task and may result in a ZERO MARK being awarded.**

Referencing (Updated April 2020)

Many submitted assessment tasks are to include a bibliography or reference list. This should list every source used in creating the task, including your textbook and any materials provided in class by your teacher. In addition, any source you have consulted in your research, for example, websites, articles, books, must be included in your bibliography.

When relevant, you should also include in-text citations. Information about referencing, including in-text citations, is available in the College diary and on the [Library Website](#).

HSC: All My Own Work

Before beginning any Year 11 Course or HSC Course, NESA requires that students demonstrate satisfactory completion of "HSC: All My Own Work". This course is usually completed in Term 4 of Year 10 using the online resources on the NESA website. The evidence is collated by the supervising teacher to show that each student has satisfactorily completed the course and provided to the Leader of Wellbeing and Head of Learning who keeps these records.

Students who are absent when this course is completed are followed up by the Leader of Wellbeing to ensure they have met the requirements prior to being enrolled into the Year 11 Course.

It is strongly recommended that students keep drafts/notes/evidence of their work as they may be asked to produce this work in an interview with the relevant Leader of Learning and Head of Learning. Students found cheating in an examination will be awarded a penalty including a ZERO MARK for that examination.

Throughout the assessment process, the highest level of integrity and honesty is required. Failure to meet this requirement may limit a student's marks and jeopardise their HSC. **From October 2013, all cases of school assessment malpractice must be reported, by the school, to NESA entered on the Register of Malpractice in HSC Assessment Tasks.** A formal register of any malpractice will also be kept at the College.

16. SUBMISSION OF ASSESSMENT WHEN ON WORK PLACEMENT

Where a student is on work placement, and a hand-in task is due, the task must be submitted on or before the due date. The method of submission may be negotiated with the relevant class teacher or Leader of Learning.

For in-class assessment tasks, the student must approach their teacher to negotiate an alternative time and/or task to be completed. This negotiation must take place well before the student goes on work placement and must be documented in writing and approved by the class teacher and the relevant Leader of Learning.

17. SPECIAL PROVISIONS

Special Provisions are concessions made by NESA in the conditions under which certain students who suffer from a disability or medical condition sit for examinations and Assessment Tasks. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

In accordance with the guidelines laid down by NESA, students who have documentation to support their eligibility are assisted to apply for Special Provisions for external examination and internal Assessment Tasks (via the Diversity team). These applications are submitted to NESA where a determination is made as to whether to grant Special Provisions to the particular student or not. A right of appeal to NESA is available to those students whose applications are unsuccessful.

Special Provisions apply to internal assessment, so an early determination of the needs and status of the students is advantageous. For further information contact the Leader of Learning - Diversity.

18. 'N' DETERMINATION for an ASSESSMENT TASK

The College expects every learner to do their best in each Assessment Task and complete all courses undertaken. Students who fail to:

- (a) follow the course developed or endorsed by NESA;
- (b) apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College;
- (c) achieve some or all of the course outcomes; OR
- (d) submit an Assessment Task,

will receive up to THREE warnings.

A student will be deemed to have failed to complete an Assessment Task and will be awarded a penalty if they:

- *have not submitted an Assessment Task by the due date, where no approval has been given for an extension;*
- *have not submitted an Assessment Task by the due date, claiming that technological failure was an issue;*
- *are absent from an Assessment Task with no valid reason and documentation;*
- *are found to have cheated or aided another student to cheat or plagiarised other works; and*
- *have not made a serious attempt to answer questions or complete a task.*

If a student's work is awarded a **ZERO MARK** the parents of the student will be informed via a 'N' Determination Warning Letter. **Students will still be expected to complete the Assessment Task.** This complies with NESA policies. The 'N' Determination Warning Letter will also detail the new due date for the submission of the task. The penalty will apply to the calculation and determination of the final assessment mark or grade.

After THREE warning letters it could be determined that the student has not satisfactorily completed the course and so may be ineligible for a result in their course. At St Patrick's Marist College, the following procedure will apply when warning letters are issued:

The FIRST WARNING Letter:

- The subject teacher will inform the relevant Leader of Learning that a student is not meeting the requirements of the course or has not completed an Assessment Task. **As a result:**

- - *the Leader of Learning will request for a Warning Letter to be completed and delivered to parents that will include the new due date for an Assessment Task or work to be completed;*
- - *the subject teacher or Leader of Learning will contact parents by phone to discuss the issue;*
- - *a copy of the Warning Letter will be added to the student's file.*

The SECOND WARNING Letter:

- The subject teacher will inform the relevant Leader of Learning that a student is still not meeting the requirements of the course or have still not completed an Assessment Task. **As a result:**
- - *the Leader of Learning will request for a Second Warning Letter to be mailed to parents that will include the new due date for an Assessment Task to be completed;*
- - *the parents will need to contact the Head of Learning to arrange an interview time to discuss the contents of the letter;*
- - *an interview will be held with the student, parent/s, Leader of Learning and Head of Learning and a record of this interview and the letter will appear on the student's file.*

The THIRD WARNING Letter:

- The subject teacher will inform the relevant Leader of Learning that a student is still not meeting the requirements of the course or have still not completed an Assessment Task that has been identified in the previous two warning letters. **As a result:**
- - *the relevant Leader of Learning will inform the Head of Learning of the situation;*
- - *the Head of Learning will request for a Third Warning Letter to be mailed to parents;*
- - *the Head of Learning will organise an interview with the student which will include the Principal, the Assistant Principal, and Head of Learning and the student's parents;*
- - *a decision will be made as to whether or not the student is meeting the course requirements and whether a 'N' Determination will be recorded on the student's Record of Student Achievement (RoSA).*

The Principal, who may determine that as a result of continual absence, the course completion criteria may not have been met, will regard absences seriously. Successful completion of Stage 5 Courses (Year 9 and 10) is a prerequisite for entering into the Preliminary Course (Year 11). Similarly, completion of the Year 11 Course is a prerequisite for entering into the corresponding HSC Course.

19. APPEALING AN ASSESSMENT TASK

Concerns may arise from time to time about a formal assessment result or grade that a student may feel is unfair, discriminatory or unjustified. Students have TWO school days, including the day they receive the task back, in which to raise their concerns. Any requests made after this date will not be accepted.

A student may query a mark for an assessment task only at the time the task is returned. A clerical error of computation made in calculating the assessment mark must be brought to the attention of the class teacher before the end of the lesson in which the task is handed back, e.g. if a student thinks there is an error in the adding up of marks then this must be brought to the teacher's attention prior to leaving the classroom.

Students should be encouraged to always resolve any concerns over marks with their teacher or the teacher responsible for marking the task, remembering that the teacher's professional decision to award a particular mark cannot be grounds for variation, that is, appeals cannot be made because a student disagrees with a mark awarded. If that is not possible, the student should consult the relevant Leader of Learning.

The following procedure should be followed:

- (a) Attempt to clarify the situation with the class teacher involved immediately when the task is returned.
- (b) If the situation is unresolved, the student is to speak to the Leader of Learning.
- (c) If the situation is unresolved, the student is to submit a Year 9-12 Assessment Form requesting an appeal to the Head of Learning. The form should include reasons for seeking the appeal in as much written detail as possible. This needs to be completed within TWO school days of the task being returned.
- (d) The Head of Learning will present the appeal to the Review Committee.
This committee consists of the:
 - Head of Learning
 - Relevant Leader of Learning
 - Student Nominated Teacher.
- (e) If a satisfactory resolution cannot be achieved, then the Principal will be contacted in bringing about a resolution. All procedures are consistent with NES requirements.

20. ASSESSMENTS IN VOCATIONAL ASSESSMENTS in VOCATIONAL EDUCATION COURSES (VET: Year 11 and 12)

These courses deliver **dual qualifications** for the **Higher School Certificate** (HSC) and for the **Australian Qualifications Framework** (AQF) and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF).

Standards Referenced Assessment

The marking of the HSC examination is **standards referenced** as is the marking of the Trial HSC examination in Term 3. This internal examination provides students with an opportunity to practise their exam technique in the lead up to the HSC examination. The **Trial Exam** mark and other standards referenced exam tasks inform the '**HSC Estimate Mark**' which is sent to NESA. This mark will only be used by NESA if a student makes an Illness or Misadventure Appeal to NESA for the HSC examination.

A schedule of the internal standards referenced assessment tasks is outlined in the Assessment Handbook - Schedules.

First place in course is based on performance in the Trial Examination task and overall competency achievement and application in class. The **HSC Examination is optional**, should a student elect NOT to sit a VET HSC examination they are required to complete and submit the **HSC Examination Withdrawal Form** and give it to their teacher. Only one VET Framework course can contribute to the calculation of the ATAR.

Competency Based Assessment

VET courses are **competency-based**. This means that a student's **performance is judged against a prescribed standard** contained in each unit of competency. In competency based assessments students are either *competent* or *not yet competent*.

Teachers will gather information and make judgments about a student's achievement on a continuous basis. When a task or practical is administered the student will be judged as either **competent** or **not yet competent**. Assessment Tasks in VET have three components:

- **questions**
- **observation** during practical and simulated work environments; and
- **structured activities.**

Competency-based assessment focuses on the **requirements of the workplace** and incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. **VET assessment** is holistic. This means that several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package.

Assessment Submission

Any student that is deemed not yet competent in a task needs to re-submit the task. Students are given an opportunity to **re-submit twice to demonstrate competence, however in some instances, it is not possible to repeat practical activities, hence the student will not achieve that unit of competency.** **A student studying a full qualification, will receive a Statement of Attainment if all units of competency are not achieved.**

A schedule of competency based assessment tasks is outlined in the Assessment Handbook - Schedules.

A record of student achievement of course outcomes is maintained in a Competency Record that is signed by the teacher or workplace assessor. Reference is made to the Competency Record on the HSC Record of Student Achievement.

VET HSC Exam

Students who are choosing a Non ATAR pathway for their HSC can choose to sit for the HSC exam for their VET subjects. Students who do not sit for the exam will still achieve their HSC and qualification.

Should a non ATAR student choose NOT to sit for the exam, you must follow the procedure below:

1. Notify the VET teacher by Week 6, Term 3
2. A form "Consent for HSC Exam Withdrawal" will need to be completed and signed by the students and parents

Appeals in VET

If a student disagrees with the outcome of an assessment because they believe that they have met the standards for performance (benchmarks), the student has the right to appeal. The student must ask for a review as soon as possible after receiving the result. They should take the following steps:

- Speak to the teacher who assessed the work.
- If the student is not satisfied with the discussion with the teacher, then make an appointment to speak to the relevant Leader of Learning.
- The Leader of Learning will discuss the concerns with the student.

- A joint meeting will be arranged between the student, the teacher and the Leader of Learning so that student concerns and those of the teacher can be addressed.
- The result of this meeting may be:
 - a. A revised assessment by the teacher
 - b. A new assessment task for *part* of the disputed task
 - c. A *full* assessment task to be completed in place of the disputed task.
- If a student is still dissatisfied, they will need to speak to the Head of Learning. Students will need to complete the *VET Assessment Appeal Submission* form. A sample form is provided on the next page.

**Catholic Education Diocese of Parramatta
VET Assessment Appeal Submission**

Name	
Course	
School	
Teacher	

Units of Competency Assessed		
Please identify in the table below the units of competency that are the subject of the assessment appeal.		
Unit Code(s)	Unit of Competency	Date Assessed
Grounds for Appeal		
Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.		
Student Signature:		Date:
Outcome of Appeal:		
Decision: Upheld Rejected		
Principal's Signature:		Date:
Office Use Only:		
Date Received:		Received By:
Date Reviewed:		Reviewed By:

21. PROCESS FOR ALLOCATING RoSA GRADES

At the conclusion of Year 10, final judgements of the grade to be awarded to a student for the Record of School Achievement (**RoSA**) will be made by the Leader of Learning of each course in consultation with the Year 10 teachers.

The model used at St Patrick's Marist College to assess and grade student achievement stems from "Method 2" described in the document "Stage 5 Grading" available on the NESA website

<https://arc.nesa.nsw.edu.au/go/sc/sc-grading/>

The Record of School Achievement (**RoSA**) grades are allocated at the completion of Stage 5 and again at the completion of Year 11 studies. Students wishing to leave the College to pursue career options, may apply to NESA to request their RoSA accreditation.

For all subjects, a student's achievement is determined using a set of standards where the results of formal assessment tasks in conjunction with informal assessment (learning activities during classes) and the professional judgement of each teacher is used to assign **outcome grades** and an **overall course grade**.

The Common Grade Scale shown on the next page is used to report student achievement across all schools.

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

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

Process for Appealing a RoSA Grade

A student may appeal a grade awarded to them for the **RoSA** for the following reasons:

- computational error around weightings of formal assessment tasks
- flaw or fault in the assessment process

A student who wishes to appeal a **RoSA** grade in any course must submit a Year 9-12 Assessment Appeal Form to the Head of Learning within THREE school days of the grade being awarded. The Head of Learning, along with the relevant Leader of Learning will investigate the matter and notify the student of the decision.

If the appeal is denied, the student has THREE school days to write a formal appeal letter to the College Principal. It is at the Principal's discretion whether the appeal is approved or denied. The Principal's decision is final.

22. GLOSSARY OF KEY HSC TERMS

The link below contains a glossary of key terms that are used in Syllabus documents and examinations set by NESA. Take some time to familiarise yourself with these terms as they will be commonly used by teachers in class learning tasks and formal and informal assessment tasks.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>