

Holy Cross College, Ryde

Year 11 & 12

Assessment Handbook



HSC Course
Term 4 2017 - Term 3 2018

Year 11 Course
Term 1 - 3 2018

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RATIONALE OF ASSESSMENT

The College's Assessment Policies and Procedures in both the Preliminary and HSC year are based on the guidelines set down by the NSW Educational Standards Authority (NESA) in the Assessment certification Examination Manual and on the beliefs stated in the College Mission Statement.

In particular, the College's assessment policies and procedures:-

- Reflect the principles of justice and accountability.
- Enhance the student's total development, including the achievement of self-esteem, self-management and positive attitudes towards learning.
- Contribute to, rather than detract from the quality of learning and teaching.
- Encourage, recognise and value successes achieved by a genuine commitment to excellence.
- Provide support networks especially for those most in need of support.
- To encourage appropriate standards of behaviour to the capacity of the developmental stage of each person.
- Maintain a climate conducive to quality teaching and learning.
- Provide a wide range of opportunities and experiences which enable creativity and diversity and enhance living skills.to provide an education that is appropriate for each individual's needs.

THE PURPOSE OF ASSESSMENT

The purpose of a separate School Assessment, which contributes to the completion of Year 11 and 12 is to provide an indication of a student's attainment, which is based on measurements and observations obtained throughout the course rather than in a single examination.

A School Assessment allows due weight to be given to indications of student achievement which, although evident to the subject teacher, in the school context, may not adequately assessed by a single external examination.

WHAT IS ASSESSMENT?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding and skills are a suitable basis for future learning.

- a) The assessments submitted by schools for a particular course are intended to measure their students' achievements relative to a predetermined set of standards issued by the Board of Studies for each course offered in the HSC. The final assessment result will be based on a student's achievement measured by assessment tasks undertaken during the course.
- b) The use of achievement measures at points during the course is seen as serving three purposes:
 - i) It enables consideration to be given to those aspects of the course, the attainment of which can be best demonstrated over time in situations other than formal examinations, eg practical skills.
 - ii) It caters for any "self contained" elements such as fieldwork, which occur as an isolated part of the course.
 - iii) It increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.
- c) The assessment is to encompass all syllabus outcomes other than those relating to the affective domain (interests, attitudes). It will also include that content, and those outcomes that are currently measured by the external examination. It should be stressed that the assessment will not take account of conduct.

RESPONSIBILITIES OF SENIOR STUDENTS

Each student has the responsibility to:-

1. Be aware and comply with NESAs requirements, the College policy and the assessment program for each subject in relation to assessment tasks, including the policies and procedures regarding Illness/Misadventure.
2. Note carefully the schedule of assessment tasks and to remain informed of any matters relating to assessment tasks, particularly in cases where a student has been absent from class.
3. Complete set assessment tasks to the best of his ability, to present them on time, and to conduct themselves honestly.
4. Maintain a balance between the time and effort devoted to formal assessment tasks, which are used to determine the final assessment mark, and class work.
5. Keep his parents informed about progress and problems.
6. Seek help/advice from teaching staff at times of difficulty.
7. Keep a file of all marked assessment tasks and retain a record of all assessment marks.
8. Provide written evidence of reasons for absence from/or late submission of formal assessment tasks. This evidence is to be a doctors certificate in the case of illness. In the case of misadventure other than illness a letter from parents would be appropriate.

ASSESSMENT TASK PROCEDURES

- Where parts of some assessment tasks are carried out beyond the classroom, the student must verify that it is their own work e.g. retention of draft notes and/or a process diary.
- Details regarding assessment tasks for each subject are found in the Assessment Schedules section of this booklet. Due dates for each task can also be found on the *College Website > Current Students > Assessment Calendars*.
- Students will be given a Assessment Notification sheet relating to specific tasks, at least **TWO WEEKS** before the due date. In some instances a longer period of notice may be required by the nature of the task e.g. research project. An Assessment Notification will provide:
 - The date the task is due.
 - Instructions for the submission of the task.
 - The nature of the task.
 - The content of the task.
 - The outcomes to be assessed.
 - A marking criteria where applicable.
- All Assessment Notifications can be found in electronic form on the *College Website > Current Student > Assessment Tasks*.
- The College reserves the right to alter any subject assessment program. If such alterations become necessary, the student will be informed in writing. In the event of a student being absent on the day that an Assessment Notification is given to a class, it remains the responsibility of the student to enquire about any upcoming assessment tasks. In the event of a prolonged absence the notification will be emailed/posted to the student. However, students have the responsibility of checking their assessment schedules and calendars, which provide notice well in advance of all tasks throughout the course.
- Students must be present for the whole day on which an assessment task is due. Students must also attend each scheduled class on that day, and are not permitted to work on assessment tasks in those lessons. Absence from school or from any class without a doctor's certificate, will lead to a zero mark being awarded for the task. Students will not be permitted to access Learning Support Staff on the day a task is due if they have not sought assistance earlier.
- The period immediately prior to an assessment period or exam / assessment block should be as disruption free to allow students to maximise their exam preparation and allow teachers to complete coursework and revision. Therefore a ten-day disruption free period. Five of which are Assessment free will apply before each exam/assessment block. For the relevant year. Before the trial HSC examination block, there will be a ten-day disruption and assessment free period. During the disruption free period, there will be an absolute prohibition on assessment tasks being due, excursions being set, or students being required to perform any duty outside of their scheduled lessons. The Principal may vary this rule.

PROCEDURES FOR ILLNESS, LATE OR NON-SUBMISSION AND HONESTY

a) Illness and/or Misadventure procedures

In the case of illness and the student is ABSENT on the day a task is scheduled to be completed or submitted:

Students are to:

1. Call the school on the date due to notify absence.
2. Go to the doctor and request a medical certificate to cover the day the task is due to be completed or submitted.
3. Depending upon the nature of the task:
 - Submit the task on the first day back to school subsequent to the illness (in the case of a hand-in)
 - Complete the task at a time required by the relevant Leader of Learning (in the case of an in-class task or practical or performance)
 - Complete the exam as rescheduled by the Year Coordinator (in the case of formal blocked exams).
4. Give the medical certificate to the relevant Leader of Learning (or Year Coordinator in the case of formal blocked exams) on the first day back to school subsequent to the illness.
5. NB: it is not necessary to complete the illness and misadventure form, as no appeal is being made.

In the case of a task due on the last day of term the doctor's certificate must be presented to the Director of Learning and Curriculum or designated representative, on the morning of the Monday of the first week of the term vacation. In the case of a lengthy illness during the vacation period the student must contact the Assistant Principal or designated representative by phone on the morning of the first Monday of the term vacation and indicate when the doctor's certificate expires and make arrangements for the submission of the certificate and task.

Failure to carry out these steps will ordinarily result in a zero mark being awarded.

In the case of unforeseen circumstances (illness or misadventure) and the student considers that their performance has in some way been affected or diminished (this is regardless of presence or absence on the date the task is due).

1. The student is to complete an illness/misadventure form as soon as possible (within two school days of returning to school in the case of absence) and give to their subject teacher. These green coloured forms may be collected from the front office.
2. The subject teacher makes a recommendation to the Leader of Learning as to whether the appeal should be upheld. They also include any information needed to assist in determining the decision.
3. The form is passed on to the relevant Leader of Learning who makes a recommendation to the Director of Learning and Curriculum as to the outcome of the appeal.
4. The form is passed on to the Director of Learning and Curriculum who determines the outcome of the appeal, based on recommendations received.
5. The Director of Learning and Curriculum informs the Leader of Learning and subject teacher of the decision and, if the appeal is upheld, also returns the appeal result slip to the student via the subject teacher. If the appeal is declined, the Director of Learning and Curriculum will inform relevant staff and see the student concerned to discuss and explain the reasons, as well as what they need to do.
6. Depending upon the outcome of the appeal, the student EITHER
 - a) In the case of a hand-in: submits the task at a time negotiated with the Leader of Learning or subject teacher.
 - b) In the case of an in-class task or practical: completes at a time negotiated with the Teaching and Learning Coordinator or subject teacher.

- c) In the case of formal blocked exams: completes the exam as rescheduled by the Year Coordinator
OR
- d) The student submits/completes an alternate task.
OR
- e) Where circumstances prevent the task from being submitted or completed, the student may be awarded an estimate mark.
OR
- f) Where the task is submitted but the result achieved, compared with results for similar tasks, is deemed to verify the student's claim that their performance was indeed affected, the student has the mark estimated or recalculated.

- Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a doctor's certificate or some formal documentation for other absences. Exceptions cannot be given for reasons such as head colds, doctor's appointments, sporting commitments, as well as alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- Documentation must cover the day of the task and every day until the student returns to school or lateness penalties will apply.

b) Absent with Prior Knowledge

If a student anticipates not being able to complete for any reason any Assessment task, they should complete an 'Illness and Misadventure' form and lodge it with their class teacher. This form should be lodged as far in advance of the task as is possible.

In general, extensions of time **ARE NOT** given for Assessment Tasks, except in extraordinary circumstances.

It is expected that any student, who anticipates a prolonged absence from classes eg for selection in representative sport, entertainment industry or hospitalisation, **will apply to the Principal or his designated representative for authorized leave**. It is not usual for leave to be granted in the HSC year. Once the Principal has in writing granted leave it is the student's responsibility **BEFORE ANY LEAVE OR ABSENCE COMMENCES** to consult with their class teacher and the appropriate Teaching and Learning Coordinator and make arrangements to complete any outstanding assessment requirements. These arrangements must be made no later than 14 school days prior to the assessment task/s due date or the commencement date of the leave of absence. A copy of the leave permission letter written by the Principal to the student must be attached to an "illness and Misadventure" form and submitted to the class teacher no less than 14 days before the commencement of the leave.

Students who fail to carry out these arrangements regarding extended leave or absence will receive a zero for any outstanding tasks.

Student's responsibilities when absent with prior knowledge:-

- In general, extensions of time **ARE NOT** given for assessment tasks, except in extraordinary circumstances.
- It is expected that any student who anticipates a prolonged absence from class e.g. an overseas trip or hospitalisation, will **apply to the Principal** for approved leave **BEFORE TAKING LEAVE**. Leave will not be granted in the HSC year.
- Once leave has been granted by the Principal it is the student's responsibility **BEFORE ANY LEAVE OR ABSENCE COMMENCES** to liaise with their class teacher/s and Leaders of Learning and make arrangement to complete any outstanding assessment requirements. These arrangement must be made no later than 14 days prior to the assessment task/s due date or the commencement date of the leave of absence.

- A copy of the the Principal's leave permission letter must be attached to the Illness/Misadventure form and submitted to the relevant Leader of Learning, no less than the 14 days before the commencement of the leave.
- In the case of emergency hospitalisation, the student or their Parent/Guardian must contact the College as soon as possible and notify the Year Coordinator and Leaders of Learning of the illness. In such circumstances the illness procedures set out above will apply.

Students who fail to carry out these arrangement regarding extended leave of absences will receive a zero for any outstanding tasks.

Non-Submission

Where a student fails to complete an assessment task a score of zero will be recorded. Upon the non-submission of an assessment task, the Leader of Learning will send an “N” warning letter to the student’s parents or guardians. A student must complete all outstanding assessment task requirements before they will be deemed satisfactory in a particular subject or course. Any decision regarding satisfactory completion of a subject or course rests with the Leader of Learning in consultation with the Director of Learning and Curriculum.

Honesty

All work submitted by a student for an Assessment Mark must be the student’s own work.

If doubt arises regarding the authenticity of work submitted for an Assessment Mark the matter will be considered by the Leader of Learning. In the case of submission of work that has been completed at home it is sometimes required that drafts/evidence and preparation be sighted throughout the process. It is required that students keep drafts/records notes/evidence of process work for submission if asked for by the teacher.

Plagiarism & Collusion

Plagiarism breaches the principles of academic honesty. It may take many forms and whether intentional or unintentional it is unacceptable in any assessment task or piece of class work.

Collusion is when a student allows another student to copy their work for the purposes of assessment, or where students work together to submit identical work or work with large parts in common. An assessment task written or contributed to by parents or another person is also regarded as collusion.

Transcribing information from any source (eg book, website etc) without acknowledging the sources or the author is plagiarism and is regarded as dishonest conduct.

Examples of plagiarism include:

- An assessment task that is almost entirely copied from another source such as a published article, library book or textbook, Internet site or another student’s work.
- An assessment task that is constructed of segments from a number of sources without acknowledgement and link by comments produced by the student.
- Summarisation of another person’s work without acknowledging a source.
- An assessment task that fails to acknowledge references from books, articles textbooks or the Internet.
- Referring to sources or evidence which the student has not read.
- Creating and using false survey responses, data or experiment results.
- When working as part of a group activity, the submission of identical work to another student.

Students will be required to cite all sources. All research work submitted by a student must be properly referenced using the guide in the student handbook.

Any assessment task which is proven to contain plagiarised material or which is incorrectly referenced will render the student liable for a zero mark.

Any assessment task, which is proven to have been produced through collusion with other students, parent/guardian or any other person, will render the student liable for a zero mark.

Malpractice Register

- Any incident where a student attempts to gain an unfair advantage over other students will be recorded in the NESA malpractice register and reported to NESA.
- Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over other, It included:-
 - Copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own.
 - Using material directly from book, journals, websites without acknowledging the source.
 - Submitting work that contains a large and unacknowledged contribution from another person.
 - Paying someone to write or prepare material for assessment tasks.
 - Failure to follow examination procedures in relation to expectation to be undertaken an examination, including the use of notes, disruptive behavior, use of mobile devices.
- If the College becomes aware of any form of malpractice the Assessment Review Panel (consisting of the Assistant Principal, and Two representative Leader of Learning) will be convened to investigate and review each case of malpractice on it's merits, considering all the issues, in order to arrive at a fair conclusion and make recommendation to the Principal.

Student Responsibilities

Holy Cross College students have a responsibility to:

- Become familiar with the Holy Cross College Assessment policy procedures regarding plagiarism and collusion.
- Submit only work which is their own or which properly acknowledges the thoughts, ideas, findings and/or work of others.
- Avoid lending or sharing original work to or with others for any reason.
- Retain materials which would demonstrate evidence of their authorship of assessment tasks eg records of library borrowings, drafts of the assessment task, notes compiled from the reading of books and articles or lists of internet sites used to produce the task.

Staff procedures

Where a student does not comply with the assessment procedures, is absent from a task or fails to hand a task in on the due date, the subject teacher must inform the Director of Learning and Curriculum as soon as practicable, but no later than the end of that school day.

2. SCHOOL REVIEWS

Results of individual assessment tasks (ie marks) can only be queried at the time the tasks are returned. At the conclusion of each assessment task, each student will be required to check the accuracy of the raw mark and sign to verify the accuracy of the recorded mark.

Where a student believes a mark to be incorrect, they may ask their class teacher for clarification of the mark. Should the student need to seek further clarification, they should discuss the matter with the relevant leader of Learning.

3. APPEALS

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate/Year 11 and Year 12 Record of Achievement on a number of bases. These may be summarised as follows:

- a) student appeals against the withholding of a Higher School Certificate/Record of Achievement (attendance/application);
- b) student appeals against 'N' awards in particular subjects;
- c) student appeals against assessment rankings (Year 12 only).

Regarding Individual Assessment Tasks

- If a student believes there were irregularities in the application, marking or recording of results for any assessment task, he should first discuss his concern with the class teacher.
- The student may then decide to lodge an *Appeal Against An Individual Assessment Task* application (available from the Director of Learning and Curriculum), which will be considered by the relevant Leader of Learning. In cases where the Leader of Learning is also the class teacher involved the appeal can be lodged with the Director of Learning and Curriculum and will be considered by the Assessment Review Panel.
- This appeals process applies only where there is a concern:-
 - Regarding a result for an individual task due to the circumstances under which the assessment task was held.
 - That an assessment task was marked using criteria different from the stated criteria published with the assessment task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria.
 - That different marking standards criteria were applied to different classes attempting the same assessment task. Again this does not include an appeal regarding professional teacher judgement in applying the marking criteria.
 - Regarding results recorded.

Against The Outcome Of An Illness/Misadventure Application

- If a student believes that the grounds for Illness/Misadventure were not appropriately addressed by the Leader of Learning, he may take the matter to the College's Assessment Review Panel by completing an *Appeal Against The Outcome of Illness/Misadventure Determination* form (available from the Director of Learning and Curriculum).
- In addition to the form, students must provide a copy of the assessment task, their attempt at the task and any other relevant information and lodge it with the Director of Learning and Curriculum, within two (2) school days of receiving the outcome of their appeal from the Leader of Learning.
- The Assessment Review Panel will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

Against Assessment Ranking in a HSC Course

- As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course.
- Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review by completing an *Appeal Against Assessment Rankings in a HSC Course* (available from the Director of Learning and Curriculum).
- Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.
- In conducting an assessment review it is necessary for the College to ascertain whether:
 1. The weightings specified by the school in its assessment program conform with NESAs requirements as detailed in the syllabus packages.
 2. The procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
 3. There are no computational or other clerical errors in the determination of the assessment mark.
- Provided the College is satisfied that these conditions have been met, no change to the assessment rankings will be made.
- The College will inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs. The advice on this appeal to NESAs should include information about grounds for appeal.

4. 'N' WARNING LETTERS

Failure to complete set Assessment Tasks may result in the student receiving a 'N' award in a given subject.

An 'N' award means that a student is deemed to be unsatisfactory in a particular subject and receives no mark or credit for that subject in the HSC.

If at any time it appears that a student is at risk of being deemed unsatisfactory in attendance or application, or receiving a 'N' award in any course, the student will be advised in writing in time for the problem to be corrected. If a student fails to submit an assessment task without any explanation given, parents/students will be informed in writing.

The Leader of Learning should send an 'N' warning letter after any missed task. Subject teachers must submit to the Leader of Learning a list of students who have missed assessment tasks and who needs to be issued with a 'N' warning letter.

Copies of all 'N' warning letters sent to parents or guardians are to be given to: Year Coordinator, Director of Learning and Curriculum for storage in the Central Register, Director of Learning and Curriculum, subject teacher and a copy must be placed in the student's file.

The student must return the 'N' warning letter slip to the Director of Teaching and Learning. Failure to return the letter will result in a second warning letter being automatically generated and sent.

If a student does not comply with the directions of the letter, the Director of Learning and Curriculum will record this, and in consultation with the Year Coordinator and Assistant Principal, determine further action.

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HOLY CROSS COLLEGE, RYDE
ASSESSMENT TASK ILLNESS//MISADVENTURE/EXTENSION FORM

STUDENT'S NAME: _____ **YEAR:** 9 10 11 12 (please circle)

SUBJECT: _____

TEACHER: _____ **DATE OF SUBMISSION OF FORM:** / /

TASK YOU ARE SEEKING CONSIDERATION FOR: (please provide full details of the task - Task Number, Task Name)

DATE TASK IS/WAS DUE: / /

YOU ARE SEEKING CONSIDERATION FOR:
(please tick one)

(A) ILLNESS (B) MISADVENTURE (C) GENUINE REASON FOR EXTENSION

PROVIDE HERE FULL DETAILS AND REASONS FOR YOUR REQUEST:

STUDENT SIGNATURE: _____

Attach all necessary Medical and other Certificates/Documentation

1. PLEASE TAKE THE FORM TO THE Leader of Learning

RECOMMENDATION

LOL SIGNATURE: _____ **DATE:** / /

2. LOL PLEASE FORWARD THE FORM TO THE DIRECTOR OF CURRICULUM AND LEARNING

DETERMINATION

Director of Learning and Curriculum SIGNATURE: _____ **DATE:** / /

KEY LEARNING AREAS & LEADERS OF LEARNING

KLA	Leader of Learning	Subjects
Religious Education	Mrs Ivanka Rancic	Studies of Religion 2 Studies of Religion 1 Religious Catholic Studies
English	Ms Victoria Keech	English Advanced English Standard English Studies English Extension 1
Mathematics	Mr Paul Hajjar	Mathematics/Mathematics Advanced Mathematics General 2/Mathematics Standard 2 Mathematics General 1/Mathematics Standard 1 Mathematics Extension 1
Creative Arts	Mr Peter Keogh	Music Visual Arts
HSIE	Mr Paul Sands	Ancient History Business Studies Economics Geography Legal Studies Modern History Work Studies
PD/Health/PE	Mr Richard Kemp	PDHPE Sport, Lifestyle and Recreation Studies
Science	Mr Jerome Capistrano	Biology Chemistry Physics Senior Science
TAS & VET	Ms Sabnam Kanta	Computer Applications Design & Technology Industrial Technology Information Processes and Technology Software Design and Development VET Construction VET Furniture and Cabinet Making VET Hospitality VET Business Services WRAP

GUIDE TO REFERENCING Harvard Method

When writing assignments you will need to acknowledge the bibliographical references of all sources and resources you have used. A bibliography needs to describe a source precisely enough for a reader to identify and locate it, if necessary.

This method of citing (quoting) resources is standardised and is known as the Harvard method. A bibliography should be included at the end of an assignment, with entries listed alphabetically.

The following information briefly tell you which details are required for a book, a journal article, and an Internet website.

Book

- a) surname of author or editor, initials
- b) year of publication
- c) title
- d) series and volume, if any
- e) edition, if other than first
- f) publisher
- g) place of publication
- h) page number

Example: Darwin, C. 1968. Origin of Species. Penguin, London

Journal Article

- a) name of author
- b) year of publication
- c) title of article
- d) title of periodical (underlined or in italics)
- e) volume number
- f) issue number
- g) page number

Example:

Shea, T. W. 1959. 'The Car.' Modern Motor, Vol. 2, April 1998. p.32

Internet

- a) name of author
- b) date of publication (if present)
- c) title of website
- d) website address

Example: ASTEC, 1994. The Network Nation, Available at: <http://www.astec.gov.au>

Footnoting

There are two ways of acknowledging references or sources in the text of essays, rather than including a separate footnote:

- a) name of author, year of publication, and page number (in brackets)

Example: Iron is the second most abundant metal in the earth's crust (Brown 2001, p.94)

OR

b) author's name integrated into text of assignment followed by the year of publication (in brackets) **Example:** Brown (2001, p.94) maintains that iron is the second most abundant metal in the earth's crust.