

# HSC Assessment Policy

Year 12

## RATIONALE

Assessment is integral part of the teaching and learning process at St Benedict's Catholic College. It provides evidence about the degree to which students have developed enduring, transferable understanding in relation to the syllabus outcomes in each course studied. Assessment is the process of identifying, gathering and interpreting information about student achievement.

Assessment will be used to assist students in learning and to provide students with feedback about their progress. Assessment will also be used by teachers to assist in the development of their teaching and learning strategies. Finally, assessment will be used to report on student progress.

Assessment at St Benedict's Catholic College will assist students to become independent, self-directed learners. As a Catholic school, we recognise that assessment must reflect gospel values creating a fair, equitable and just system for all students.

Assessment is an important component of the Higher School Certificate.

## THE HIGHER SCHOOL CERTIFICATE (HSC)

Students in Year 12 are working towards achieving a Higher School Certificate. To be eligible for the award of the Higher School Certificate students must have:

- the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate;
- sat for and made a serious attempt at the required Higher School Certificate examination(s).

While the NESA does not mandate attendance requirements, the Principal may determine that, as a result of sustained absence, the course completion criteria have not been met.

Students must follow a program which includes:

- at least 12 units in the Preliminary course;
- at least 10 units in the HSC;
- at least 2 units of English in Years 11 and 12;
- at least six (6) units of Board Developed Courses;
- at least three (3) courses of two units value (or greater); and
- at least four (4) subjects;
- no more than six (6) units of courses in Science can contribute to HSC eligibility;
- language courses studied at the beginners level are designed for students with little or no previous knowledge of the language. These courses cannot be taken by students who are language background speakers or students who have studied the language as an elective.

Satisfactory completion of English Studies fulfils English requirements for the HSC. The course counts towards the six units of Board Developed Courses required for the award of the HSC. English Studies does not meet UAC requirements for two units of English for the calculation of an ATAR. To satisfy pattern of study requirements for the Higher School Certificate, students may count a maximum of six Preliminary units and six HSC units from courses in Science.

Students may accumulate HSC courses towards the HSC over a period of up to five years.

## ASSESSMENT PROCESSES

Assessments represent an integral part of the teaching and learning process and as such all assessments set must be completed. A student's final HSC mark will comprise of 50% school based moderated assessment and 50% HSC external examination. Assessments:

- cater for elements such as fieldwork which occur as part of the course
- increase accuracy of final assessment of achievement by using multiple measures
- give consideration to aspects of the course that can best be demonstrated over time, eg. practical skills

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## Assessment Details

Assessment details for each course are included in the *HSC Handbook of Studies*. Details include the number and type of assessments for each course, the mandatory components, weightings and scheduling of tasks. Each course will contain a maximum of four common tasks (with the exception of English, Dance and Music which contain five tasks).

For each assessment task, students will be issued with an Assessment Task Notification. Students will be provided with this notification in reasonable time so that they can prepare for the task. The Assessment Task Notification will include: Due date of task; task weighting; outcomes assessed; instructions; marking criteria where appropriate

## Assessment Construction, Marking, Recording and Reporting

Assessments will cover a range of different contexts, modalities and experiences. Tasks will be constructed and marked in accordance with NESA guidelines. Tasks will be constructed based on the outcomes and component weightings outlined in individual Course Syllabus Documents.

Tasks will be marked based on the standards outlined by NESA. Where appropriate, tasks will be marked based on marking guidelines related to the wording of the outcomes and the performance standards. Marking is an on-balance process based on teachers' professional judgement and, as such, the teacher's professional judgement cannot be appealed.

School assessment results will not be increased to compensate for factors such as extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course. Teachers will assess the student's actual performance, not potential performance.

As part of the Assessment Feedback process, teachers will issue students with feedback that includes the mark they achieved in the task and, where appropriate, their rank in the task. Students will receive feedback in a reasonable timeframe so that they can improve their understanding of the course.

The school keeps a secure record of student results for each assessment. These results are used to generate a Mid Course Report and a Final Report. They are also submitted to NESA in order to generate final HSC marks.

### LATE SUBMISSION

If a HSC school assessment is submitted late, students will receive **zero** for the task. Students will then be issued with an N Determination Warning letter. Tasks will be considered late if they are not submitted before 8:05 am on the due date (unless otherwise specified in the Assessment Task Notification).

If a student is absent from a Formal Assessment, they will need to provide an Illness/Misadventure Appeal Form. They will also be expected to contact their teacher and make arrangements to complete the task in their next available class or at a time specified by the teacher.

### ILLNESS AND MISADVENTURE

If a student has a valid reason for a late submission or absence from an assessment task then they may submit an Assessment Task Illness/Misadventure Appeal Form accompanied by a Doctor's statement or police report or other professional statement completed using the appeal form (found on the College Website).

The forms should be presented to the Director of Learning and Teaching via the Student Office. This may occur prior to the submission date or on the first available occasion after returning to school. Documentation to support the request should be attached to the form. It should not be assumed that the request will be successful.

Students who are absent during the examination period must also contact the Year Coordinator on the day of the missed examination.

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## MALPRACTICE

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Assessments in which Malpractice is an issue will receive a **zero** mark. The student will receive an N Determination Warning Letter. They will also be placed on the NESA Malpractice Register. Malpractice 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 or Internet without referencing the source
- using 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
- using words, ideas, designs or the workmanship of others in practical and performance tasks without acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### **Non-serious Attempt**

Students who are deemed to make a **Non serious attempt** at any assessment task will be awarded **zero**. A non serious attempt may include not making a genuine attempt to complete any of the sections of an assessment task. It may also include writing significantly off topic or in an inappropriate way.

### **Technical Failure**

Students must protect themselves against technological failure. Technological failure may result in a mark of zero. Consideration may be given in relation to technological failures only in **exceptional circumstances**. In these cases students must submit evidence of completed work. This may include: draft work; work saved to removable disk in the case of printer failure; emailed submission.

## N DETERMINATIONS AND N DETERMINATION WARNING LETTERS

Students who do not submit or complete classwork, homework, assessment tasks or for whom there is proven malpractice will receive an *Official Warning: non-completion of course* letter (N-Determination Warning Letter). The purpose of this letter is to alert the student and parent/caregiver of the aspect of the student's academic progress that is causing concern. The letter will include information regarding what the student needs to do to rectify the problem and the date when this needs to be achieved. If a student is unsure of the contents of the letter and the details of the work they need to complete they should contact their teacher. It is the student's responsibility to attend to the problem promptly.

Students who have been issued **TWO (2)** N Determination Warning letters in which they have not rectified the problem will be considered for an N Determination. This may include two letters resulting from the same task or for different tasks. Students who receive in four or more N Determination Warning letters and have completed the required work will also be considered for an N Determination.

A committee including the Director of Learning and Teaching, Assistant Principal and the Year Coordinator will review a student's profile at the near the end of the course and make an on balance judgement in the final N Determination. The decision will centre on NESA requirements including consideration on whether the student has:

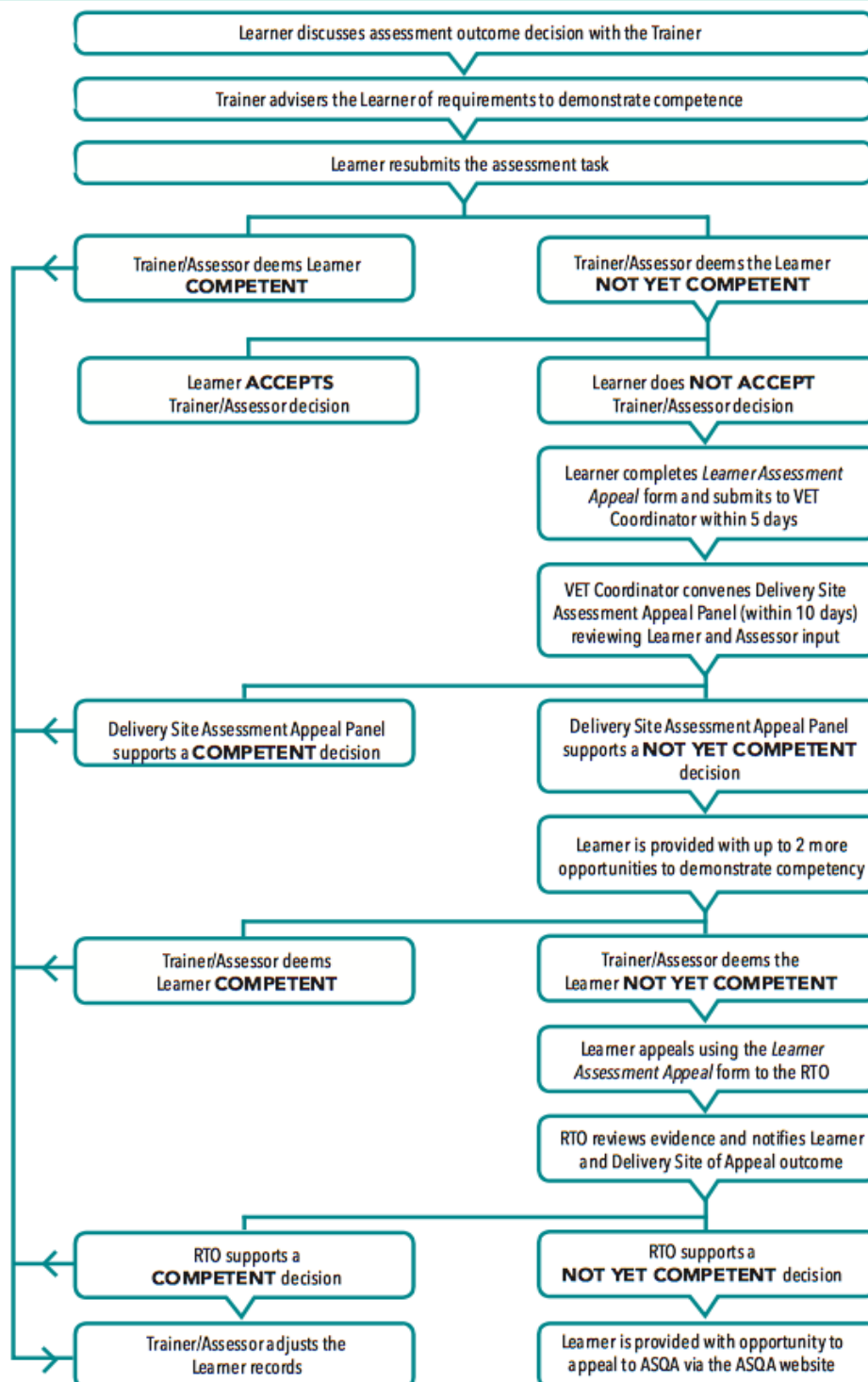
- Followed the course developed/endorsed by the NESA
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

An N Determination in a subject will result in that subject not appearing on the student's HSC. If as a consequence the student has less than the required 10 HSC units they will not receive an HSC. If the subject was required as part of the student's ATAR pattern of study – they will no longer receive an ATAR. Students must satisfactorily complete the Preliminary component of a Course to be eligible for the HSC component. Students whose **attendance** is poor may not satisfy course completion criteria.

The Principal is the final arbitrator on any matters that arise regarding the final assessments and an N Determination.

## VOCATIONAL EDUCATION AND TRAINING (VET)

### CATHOLIC EDUCATION | DIOCESE OF WOLLONGONG RTO ASSESSMENT APPEALS PROCEDURE



VET courses such as Hospitality and Construction are competency-based courses. In a competency-based course, assessment of competencies is element/performance criteria. This means that students are judged against a prescribed UOC (each element/performance criteria) not against the performance of other students.

Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.

When students successfully demonstrate competence against a particular UOC they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.

The units of competency students achieve will be recognised on a National vocational qualification.

Students therefore are being continually assessed and attendance in each lesson is extremely important.

VET students will be assessed in practical lessons. It is expected that students have relevant equipment to complete the practical lesson. Students failing to bring correct equipment will be issued with an 'N' Warning Letter.

If at any time it appears that a student is at risk of being given an N determination in any vocational course, the Principal must follow the same procedure as for any other NESA course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an N determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an N determination.

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## Mandatory Work Placement

Work placement is a mandatory requirement for completion and accreditation of your VET course. Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by the BOSTES and will not receive a certificate or statement of attainment. This might mean that students will receive an N Determination for the Preliminary Course or the HSC.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. The workplace supervisor will supervise the students performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement. This is a free service to students.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to them.

Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a non-Completion of Work Placement warning letter that will jeopardise the satisfactory requirements for work placement.

## DISABILITY PROVISIONS FOR ASSESSMENTS

Disability provisions in the HSC are practical arrangements designed to provide equitable access to assessment tasks. Any HSC student with a disability recognised in the Commonwealth *Disability Standards for Education 2005* can apply for Disability Provisions. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

([Australian Human Rights Commission](#)).

The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Students who wish to apply for disability provisions should see the Learning Support Coordinator. Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation.

## APPEALS PROCESS

Appeals will only be considered if due process has not been followed in regard to the administering of an assessment task.

Appeals cannot be on grounds that question the teacher's professional judgement in allocating a mark to an assessment task.

If a student wishes to appeal, they must submit a written application to the Principal with all appropriate evidence within **five school days** of receipt of the final mark for the task. This appeal must be signed by both the student and their parent/caregiver.

If a student wishes to appeal their Assessment Ranking, they are to follow the following procedures outlined in NESAs *Rules and Procedures for Higher School Certificate Candidates*. [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-rules-procedures-11.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-rules-procedures-11.pdf)

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- (i) There is no provision for a review of the marks you received for individual assessment tasks. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:
- (a) the weightings specified by the school in its assessment program conform with the BOSTES's requirements as detailed in the relevant syllabus;
  - (b) the procedures used by the school for determining the final assessment mark comply with its stated assessment program;
  - (c) computational or other clerical errors have been made in the determination of the assessment mark.
- (ii) If you wish to apply for a review you must do so by the date specified by the BOSTES. The school will advise you of the outcome of its review, and will advise the BOSTES of any changes to assessment marks.
- (iii) If you are dissatisfied with the outcome of the school review, you may advise your principal that you wish an appeal to be sent to the BOSTES. You cannot appeal against the marks awarded for individual assessment tasks. BOSTES will consider only whether:
- (a) the school review process was adequate for determining items (a), (b) and (c) above
  - (b) the conduct of the review was proper in all respects.
- (v) BOSTES will not revise the assessment marks or rank order. If the appeal is upheld, BOSTES will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form which can be obtained from your school. Appeals to the BOSTES must be lodged at the school by the date on the form. No extension will be considered.

## INVALID TASKS

A task may be declared invalid if it has been compromised through specific forms of malpractice or if it fails to provide valid and reliable assessment data. If a task is declared invalid, the task will need to be completed again. If this occurs, a new task will be designed and Assessment weightings may need to be adjusted for the task. Students will receive a new Assessment Task Notification, notifying them of the new details.

## BASIS OF DISCRETION

It is always at the discretion of the Principal to take other actions as deemed appropriate in any given situation.

## SUPPORTING DOCUMENTATION

- CEODoW - Assessment and Reporting Policy
- HSC Handbook of Studies
- NSW Education and Standards Authority:  
[http://www.boardofstudies.nsw.edu.au/hsc\\_assessment\\_policies/hsc\\_assessment\\_std\\_ref\\_fwkw.html](http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/hsc_assessment_std_ref_fwkw.html)
- ACE Manual
- NESA Official Notices

## POLICY RELEASE DETAILS

<b>Reviewed by</b>	College Executive	<b>Review Date</b>	10/10/2018
<b>Approved by</b>	Michael Hanratty	<b>Approval Date</b>	10/10/2018
<b>Evaluation</b>	3 years - 10/10/2021		
<b>Access</b>	Internal - SBCC Administration Google Drive External - SBCC Website		



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Date of Implementation 31/1/2019

Principal .....

Date: .....



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## ASSESSMENT PROBLEM SOLVING FLOWCHART

