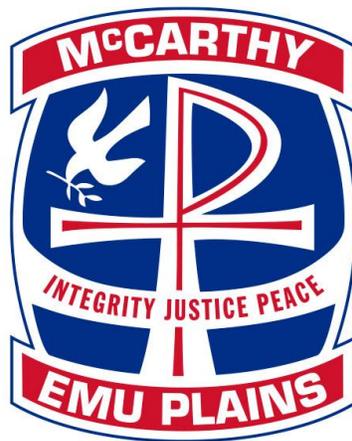


McCarthy Catholic Trade Training Centre



HSC Assessment Handbook 2016/17 Cohort

Combining learning and work

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Foreword

All students who study for the Higher School Certificate examination in NSW will be provided with a detailed description of the knowledge, skills and understanding they have attained for each course studied. This is provided by the Board of Studies, Teacher and Educational Standards (BOSTES). If students wish to receive a Australian Tertiary Admission Rank (ATAR), the universities will calculate and issue this separately.

STUDENTS ENROLED IN THE TTC ARE NOT ELIGIBLE FOR AN ATAR DUE TO THEIR STUDY PATTERN, AND GENERALLY WOULD NOT SIT ANY EXTERNAL HSC EXAMINATIONS, AS OUTLINED THROUGHOUT THE ENROLMENT PROCESS

Since 1994, the Higher School Certificate has been divided into two segments; the Preliminary Course and the HSC Course. The Preliminary Course concludes at the conclusion of Term 3, each student has to demonstrate to his or her teachers that the Preliminary Course has been completed satisfactorily and then the HSC Course commences. The formal HSC moderated assessment mark is based on the HSC component only (except in subjects in Mathematics).

Each school assessment mark is calculated by the school which compares the student's performance against the marking criteria set by the teacher. The assessment mark is based on assessment tasks spread over the HSC Course and is intended to encompass all areas of the course.

The assessment and reporting process includes:

- The school providing an assessment of student achievement for each course presented by the candidate
- Reporting the moderated assessment mark, the HSC examination mark, the HSC mark (the average of the moderated assessment mark and HSC examination mark) and the performance band achieved for each subject
- Using moderation procedures for each externally examined course to bring the assessment from different schools to a common scale. The external examination results for the respective school groups will be used as the basis for moderating the assessments

The assessment procedures place pressure on students to perform at a consistent level over the course so that the assessed mark is slowly built up. The most successful students under this system will be the reliable and steady worker who keeps up to date and prepares in an organised way for all assessment tasks.

Students and parents need to be aware that McCarthy Catholic College, like all secondary schools in the state, has to abide strictly by the BOSTES requirements and regulations. Parents and students should familiarise themselves thoroughly with the procedures and guidelines outlined in this handbook.

On behalf of the college community, I wish every student well and I trust that through diligence and application each student achieves the results they are capable of attaining. More importantly, I hope that in facing up to the challenges of the Higher School Certificate that each student grows as a person.

Assessment

The school assessment procedures have been designed to meet the NSW Board of Studies, Teaching and Educational Standards requirements for Preliminary and HSC Courses.

The use of internal school assessment allows a wider and fairer measurement of a student's performance and ability than an examination alone can achieve.

The internal school assessment will:

- Cover a broader range of syllabus outcomes, including aspects such as practical and research skills, as well as the outcomes measured by examinations
- Be based on achievement measured throughout the course
- Be used to determine the school assessment mark which is submitted to the Board of Studies at the end of the HSC Course
- Assist in the process of determining whether a student has satisfactorily completed the Preliminary Course in order to commence the relevant HSC Course

The student's final moderated assessment mark for each course will appear on the HSC beside the examination mark. It will be given as a mark out of 100 for all 2 Unit courses and a mark out of 50 for all 1 Unit courses (including extension courses).

The assessment marks that appear on the Higher School Certificate in Board Developed Courses will represent 50 % of marks used in calculating the Australian Tertiary Admission Rank (ATAR).

The assessment mark is very important, but students should be warned not to neglect other non-assessment tasks. Non-completion of class tasks can lead to unsatisfactory completion of the course and, therefore, no result in the course. The latter must be regarded as equally important if students are to prepare themselves adequately for the Preliminary Course and HSC Course and examinations.

Assessment Procedures

Assessment Tasks

Each student will receive an assessment schedule for each subject. The schedules are listed at the back of this handbook.

The assessment schedule will indicate:

- The number of assessment tasks
- The approximate date (Term and Week) for the tasks
- The type of assessment tasks
- The weighting for each task

Some Content Endorsed Courses (CEC) and Board Developed Courses (BDC) have joint accreditation with the NSW Board of Studies and the Australian Qualifications Framework (AQF) through the Australian Skills Quality Authority (ASQA). The courses will be assessed in terms of student competencies instead of marks. Assessments in these courses recorded in the assessors Competency Register and progress will be made available to students at a minimum of once per school term

Submission of Assessment Tasks

Assessment tasks are to be handed in to the subject teachers at the start of the school day or negotiated time during classes. Changes to the routine may be made with students being notified about the submission details by the subject teachers.

Assessment Practices

Assessment task notification will be provided at least two weeks before the due date for the task. Any changes to tasks listed on the Assessment schedule will be given to students in writing at least ten days before the due date of the task.

Students are to sign that they have received the assessment task notification.

Students who are absent when the task is handed out are to contact their teacher for the assessment task. They are to ensure they sign that they have received the task.

Students will be informed of the date the task is due, who is to receive the task and how it is to be submitted. The students will also sign that they have submitted the task.

Students who do not submit the assessment task on the due date will be awarded a zero mark if there is no acceptable reason for the non-submission.

Malpractice

Students may be given zero in an assessment task if it is established that they have:

- Cheated or attempted to cheat in an examination or assessment task
- Copied someone else's work in part or in whole and presented it as their own
- Used material directly from books, journals, CDs or the Internet without reference to the source
- Built on the ideas of another person without reference to the source
- Bought, stolen or borrowed another person's work and presented it as their own
- Submitted work to which another person such as a parent, coach or subject expert has contributed substantially
- Used words, ideas, designs or the workpersonship of others in practical and performance tasks without appropriate acknowledgement
- Paid someone to write or prepare material
- Breached school examination rules
- Used non-approved aides during an assessment task
- Contrived false explanations to explain work not handed in by the due date
- Assisted another student to engage in malpractice

The decision will be made jointly by the Curriculum Coordinator, the KLA Coordinator and the class teacher. Details of malpractice will be submitted to the Board of Studies, Teaching and Educational Standards.

Invalid Tasks

In the event that an assessment task is ruled to be invalid or unreliable, a replacement task will be used. The nature of a task being invalid or unreliable may stem from it being:

- Accidentally seen by students beforehand (if it is an examination)
- Designed without giving a clear delineation of student performance
- Trial HSC examinations where security has been breached

Students will be notified of the change and appropriate time will be given for the students to complete the replacement task.

Non-Completion of Assessment Tasks

Late or non-submission of tasks will result in a zero mark being awarded.

Incomplete tasks will receive marks based on the work which has been submitted in relation to the marking guidelines for the assessment task.

Students who fail to submit an assessment task will be sent a non-completion of work warning letter. If the task is not submitted after two non-completion of work warning letters, a student may forfeit their position in the course.

Students who are absent from an assessment task or fail to submit a task on the due date can apply for special considerations.

Acceptable reasons can be:

- Illness provided that a medical certificate is obtained and sighted by the class teacher
- Extenuating circumstances which have been accepted by the Principal, Assistant Principal, House Coordinator, Curriculum Coordinator or KLA Coordinator
- Work placement and sporting events arranged by the college

Students can obtain an Application for Special Considerations form from the front office. It is the responsibility of the student to complete Part A of the form and submit it to the class teacher.

The class teacher completes Part B and gives the form to the KLA Coordinator who is required to complete Part C.

The KLA Coordinator will make the decision based on the provided information. In the event where the KLA Coordinator is unable to make a decision, the form will be submitted to the Curriculum Coordinator for a decision.

The KLA Coordinator keeps the form, and either the Coordinator or the class teacher informs the student of the decision. A copy of the form is to be given to the Curriculum Coordinator.

A copy of the Application for Special Considerations form is included at the back of the Handbook on page 13.

The application form must be submitted on the first day the student is back at school after the assessment task is due.

If a student knows that they cannot be available for the task, they are to inform the class teacher before the due date of the task. Arrangements may be put in place to complete the task at a negotiated time.

Students who are granted special consideration for the assessment task may be given:

- The same task to be completed at a negotiated time
- A substitute task to be completed at a negotiated time
- An estimated result under direction from the Principal

Appeal of Rejection for Special Considerations

Students have the right to appeal the decision if their Application for Special Considerations is rejected.

The student can submit an appeal which will be reviewed by an assessment committee composed of the Assistant Principal, Curriculum Coordinator and relevant KLA Coordinator.

The appeal is to be submitted to the Assistant Principal, House Coordinator, relevant KLA Coordinator or Curriculum Coordinator immediately after receiving notification that the application for special considerations has been rejected.

The appeal needs to be in writing and it needs to include:

- Student's full name
- Homeroom class
- Subject
- Details to support the appeal
- Signature and date

Non-Completion of a Course

Students who receive two warning letters because of failure to complete tasks which contribute in excess of 50 % of the final assessment mark in a course may receive a 'N' determination.

When a student does not satisfactorily complete a Preliminary Course they will not be able to proceed to the HSC Course in that subject. This may also affect the number of Preliminary units completed, thereby making the student ineligible for a HSC.

For the HSC, if a student has been given zero for assessment tasks that total more than 50% of the available marks, the Principal must certify that the course has not been studied satisfactorily. The students will have received non-completion of work warning letters indicating that they will receive a 'N' determination if the assessment tasks are not completed.

Where an unsatisfactory award is given for a HSC course neither the assessment mark nor the HSC examination mark for the particular course will be reported on the Higher School Certificate. This may mean the student will not be eligible for the award of a HSC if the units studied do not meet the requirements of the NSW Board of Studies, Teaching and Educational Standards.

The student can request a review of the 'N' determination.

Assessment Task Notification

Assessment task notifications will contain the relevant information required to complete the task. The task notifications will be provided to the students at least two weeks before the task is due.

Assessment task notifications will provide the following information:

- The task number
- The weighting
- The due date
- The task description
- The outcomes to be assessed
- The marking guidelines

Assessment Feedback

Each assessment task will be returned to the student with meaningful feedback indicating achievement in the task and areas for improvement. The returned assessment task will contain either a mark and/or a grade, and it will have a comment from the teacher and/or an indication of achievement against the marking guidelines. The feedback should include the student's attainment in the task relative to the outcomes and the student's relative position within the school group.

Students will be required to sign that the assessment task has been returned.

Appeals related to Assessment Tasks

Students who feel that the assessment result is not indicative of their performance in a task are able to ask for an appeal.

The student can submit an appeal which will be reviewed by an assessment committee composed of the Assistant Principal, Curriculum Coordinator and relevant KLA Coordinator.

The appeal is to be submitted to the Assistant Principal, House Coordinator, relevant KLA Coordinator or Curriculum Coordinator immediately after receiving the returned assessment task.

The appeal needs to be in writing and it needs to include:

- Student's full name
- Homeroom class
- Subject
- Details of the appeal
- Type of task
- Signature and date

The student will receive a summary statement indicating the decision of the appeal.

Student Welfare

Students should keep all assessment tasks, which have been returned to them. Should a review of assessment be requested, individually or as a group, at a later date, these tasks may be required.

Individual complaints or concerns regarding marks must first be made at the time the assessment task is returned to the student. It is best to approach the class teacher concerned first. If necessary the student and the teacher may wish to go further and raise the matter with the Assistant Principal TTC and/or the Curriculum Coordinator. If no resolution is reached at this stage the matter will be referred to a meeting of the assessment committee.

Concerns or matters affecting the whole form can be raised with the Student Leaders for discussion. Further action can then be initiated by the SRC members through the House Coordinator and/or Curriculum Coordinator who can bring it to the attention of the assessment committee or a general staff meeting.

Students are urged to seek help at an early stage if there are concerns relating to progress or achievement. There are a number of possible avenues of help at McCarthy Catholic College such as class teachers, Tutor teachers, Careers Advisor, House Coordinators, KLA Coordinators, Curriculum Coordinator, Administration Coordinator, Assistant Principal and Principal. Any one of these people will try to help.

Advice

Assessment issues can create a variety of questions and concerns. The college encourages any student or parent with questions or concerns to contact the school. Issues which can be dealt with quickly and efficiently at the school level reduce stress and anxiety which can build throughout the Preliminary and HSC year.

The House Coordinator, Curriculum Coordinator and Assistant Principal can provide advice and assistance about the HSC, ATAR (Australian Tertiary Admission Rank) and other related issues.

The Leader of Learning – Vocational Education is able to deal with questions and concerns related to VET and TAFE courses.

The Learning Support department is also available to assist students and parents with concerns related to special provisions and other related issues.

THE FOLLOWING INFORMATION RELATES TO HSC EXAMINATIONS AND DOES NOT APPLY TO TTC STUDENTS ENROLLED IN THE NORMAL TTC PATTERN OF STUDY AT McCARTHY

HSC Examination

Students will receive a BOSTES publication, titled *Rules and Procedures for Higher School Certificate Candidates*, at the beginning of the HSC year. Students will need to ensure that they are conversant with the information provided in the booklet.

Students will also have received a booklet when they were in Year 10, titled *Studying for the NSW Higher School Certificate*.

Students will receive a timetable for the HSC Examinations. It is important that the timetable is kept in a central position in the home. Excuses for lateness or non-attendance at HSC examinations due to misreading the timetable or forgetting an examination are not acceptable.

Assessment Rank Order Notice

Students are able to access their Assessment Rank Order Notice for each HSC subject studied after the last HSC Examination held at McCarthy Catholic College.

Students are able to access the information using Students Online through the NSW BOSTES website at www.boardofstudies.nsw.edu.au.

Students who are unable to access the website can request a copy from the school. The copy can be obtained by asking the Curriculum Coordinator.

Appeals related to the Assessment Rank Order Notice

Students who feel that the Assessment Rank Order Notice is not indicative of their performance in a subject or subjects are able to ask for an appeal.

The student can submit an appeal which will be reviewed by an assessment committee composed of the Assistant Principal, Curriculum Coordinator and relevant KLA Coordinator.

The appeal is to be made to the Principal.

The review can only determine whether:

- The weightings specified in the assessment schedule conform with the BOSTES requirements as detailed in the syllabus
- The procedures used for determining the final assessment mark conform with the stated assessment schedule

- There are no computational or other clerical errors in the determination of the assessment mark

It is important to note that the way the marks were awarded by the teacher for individual tasks is not part of the review.

A student who lodges an appeal will be informed in writing of the outcome of the review.

Students are able to appeal to the BOSTES if they are unsatisfied with the decision reached by the assessment committee.

Appeal forms can be obtained from the Curriculum Coordinator as well as a timeline for when the appeals need to be lodged.

Assessment Notification Template



<< COURSE >>

<< STAGE >>

<<YEAR>>

Assessment Notification and Cover Sheet

Unit Name:	
Task #:	
Type of task:	
Weight:	
Due Date:	

Outcomes

What does the assessment cover?

--

The Assessment Task

What do I need to do?

--

Instructions for the Task

How do I present it?

--

How to do the Task

Step 1	
2	
3	
4	

5	
6	
7	
8	
9	
10	

Plagiarism Statement (Students must read, tick and sign this section)

By submitting the task for grading and/or marking, I acknowledge the following:

- The work submitted is my own work (unless appropriate acknowledgement has been made).
- Where the work of others is used and not acknowledged, a finding of Plagiarism will be made and a zero grade or N/A will be awarded.
- Hold a copy of this assessment if the original is lost or stolen
- I am aware that this work may be reproduced and submitted to plagiarism detection software programs for the purposes of detecting possible plagiarism.

Student Signature _____

For YEAR 11 & 12 students: **LATE ASSIGNMENTS** or **ABSENCE** from **'IN-CLASS' ASSESSMENTS REQUIRE** the completion of an **ILLNESS/MISADVENTURE FORM** as per the College Assessment Policy.

Marking Criteria

**McCarthy Catholic Trade Training Centre
APPLICATION FOR SPECIAL CONSIDERATION**

UNFORESEEN CIRCUMSTANCES:

If illness, or other extenuating circumstances prevent you from attending or completing an examination or assessment task, you may qualify for special consideration (see the Assessment Handbook)

To apply for this special consideration you **must complete** this form **the next day** you are at school and hand it to your Class. If they are unavailable, you may lodge this application with the Assistant Principal - TTC. Any supporting documents must be attached; documents unavailable at this time must be lodged with your Class Teacher within **three** days of completing this application. Failure to lodge this application on time will result in a ZERO being awarded.

FORESEEN CIRCUMSTANCES:

Application for leave of absence from a task or examination must be made at least 10 school days prior to the task. A parent/teacher/student interview may be held before any consideration will be given to the application.

This form is three parts. **ONLY PART A IS TO BE COMPLETED BY THE STUDENT.**

PART A:

Student's Name.....Subject/Course.....
Type of Task: (eg essay, exam etc.).....Class Teacher.....
Date of Task.....Date application lodged.....
Aspects for consideration – Attached supporting documents (e.g. medical certificate, letter etc)

Signature of Student.....Date.....

PART B: (To be completed by Class Teacher)

Comments:

Signature of Class Teacher..... Date application received:.....

PART C: (To be completed by Subject Coordinator)

Decision.....
.....

(Subject Coordinator or Class teacher to inform student)

Subject Coordinator's Signature.....Date.....

THIS FORM SHOULD ONLY BE FORWARDED TO THE CURRICULUM COORDINATOR IF THE SUBJECT COORDINATOR IS UNABLE TO MAKE A DECISION BASED ON THE ASSESSMENT POLICY.
(Copies for filing to the Assistant Principal - TTC)