

Advice for HSC Students

By following these guidelines you will provide yourself with the best opportunity to achieve your HSC goals.

- 1. Keep a copy of this Assessment Policy in your working folder so that it can be referred to at anytime.**
- 2. Ensure that you attend class regularly.**
- 3. Ensure that you make a serious attempt to complete the work set by your teacher. A diligent and sustained effort throughout the course is required.**
- 4. Make a serious attempt to complete all Preliminary HSC and HSC Assessment Tasks.**
- 5. Follow the procedures outlined in this document. Know them.**
- 6. Contribute to a quality-learning environment in each class.**
- 7. Regularly check your diary for upcoming Assessment Tasks.**
- 8. Notify/phone the relevant Head Teacher prior to the Assessment Task if you will not be able to complete the task on the due date, in the case of illness or misadventure.**
- 9. Use the correct forms for requesting an extension and reporting illness/misadventure. Copies of the forms are attached to this document. It is the student's responsibility to ensure that they have copies of these documents at all times. Extra copies of these forms are available from Head Teachers, Student Adviser, Careers Adviser.**

The Higher School Certificate – An Overview

The booklet “Studying for the Higher School Certificate, Year 12 2008” and the Board of Studies website (www.boardofstudies.nsw.edu.au) provides you with a range of useful information about the HSC and its requirements. Please consult this document for information about eligibility for the HSC, study requirements, types of course and course restrictions, changing course, general assessment information, satisfactory completion of courses, attendance and application, reporting HSC results and the Universities Admission Index (UAI).

Rationale

Each Higher School Certificate course is divided into two parts.

1. Preliminary (studied in Year 11, Terms 1, 2 & 3)
2. HSC (studied in Year 11, Term 4 and Year 12 Terms 1, 2 & 3)

The Board of Studies requires all students sitting for the HSC to complete Assessment Tasks set by the school for each course.

HSC Assessment Tasks contribute towards the HSC Record of Achievement and Higher School Certificate which will be gained at the end of the HSC year.

Assessment Tasks allow measurement of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurement over a period of time.

What is Assessment?

1. HSC Assessment is the means by which schools will assess a student’s level to be satisfactory for the award of the Higher School Certificate and HSC Record of Achievement.
2. HSC Assessment is the means by which schools will determine the rank order and spread of students from measurements taken over the period beginning in Year 11, Term 4 until Year 12, Term 3.
3. Assessments should involve a variety of measurement instruments eg. Practical work, fieldwork, oral presentation, essays, tests, major assignments, etc.
4. Assessments must encompass all syllabus outcomes except attitudes and interests which are not to be assessed.
5. Assessments should be carried out regularly without reaching the point of over-assessing eg. Not all work needs to be included in an assessment.

HSC SCHOOL ASSESSMENT POLICY AND PROCEDURES

1. Assessment Tasks and Examinations

An assessment mark will be submitted for most courses studied by a student. Some courses have competency-based assessment. For courses having a formal assessment program, the final mark submitted to the Board of Studies will represent a measure of the student's achievement relative to the performance standards designated by Board of Studies Syllabuses.

- a. Courses with formal Assessment Programs, have a series of tasks which are used to assess the Board of Studies components.
- b. Students will be advised in writing of any variations made to a course's Assessment Procedures or Program at least two weeks prior to the task.
- c. Students must make a genuine attempt at Assessment Tasks. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. An 'N' Determination will be made and the course will not appear on the HSC Record of Achievement and may lead to the non award of the Higher School Certificate.
- d. Students must be provided with a guide of the school's assessment requirements which will include:
 - The components and weightings as specified in the Subject Manual for each course;
 - The general nature of each Assessment Task and the outcomes assessed;
 - A schedule of when Assessment Tasks will take place;
 - The value of each task in relation to the total mark for the course.
- e. Proven dishonesty, cheating or malpractice in the completion of any written or oral task, practical task or research will result in a zero mark being awarded. Examples of behaviour considered cheating and generally referred to as plagiarism are as follows:
 - Copying, buying stealing or borrowing someone else's work in part or in whole and presenting it as the student's own work.
 - Using material directly from books journals, CDs or the internet without acknowledging the source.
 - Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
 - Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

2. Assessment Information for Individual Courses

This HSC Assessment Booklet contains Assessment information for individual courses and should be kept in the student's working folder for easy access.

Students should take notice of the approximate dates, the types of tasks and the value of each task. It is the **responsibility of the student** to be aware of this information and ask questions when unsure about something. It is also the **responsibility of the student** if absent from class for any reason, to ensure that the student approaches the teacher for information about the missed lesson.

Sustained and constant effort will be critical to a student's success throughout the HSC Courses. When students are given the exact date for a task it should be recorded immediately in their diary. All tasks must be completed by the due date to achieve a result which reflects the student's ability.

Assessment Tasks should be completed and/or handed in on or by the due date. If a specific time is not indicated then the deadline will be 3.25pm on the due date.

3. Prior Notification of Assessment Tasks

- At least two weeks written notice of each assessment task should be given to the class, except in the case of TAFE Delivered VET courses where students will be notified by the TAFE. The Assessment Task notice must include weighting, outcomes, assessment criteria and due date. Formal Examinations included in the Assessment Program will be notified 2 weeks prior via the Examination Timetable.
- If a student is absent from class on the day that a notification for an Assessment Task is given to students then it is the **responsibility of the student** to speak to the Teacher or Head Teacher to obtain a copy of the Assessment Task. Note, unless the student formally applies for an extension of time the task is to be completed by the due date on the written Assessment Task notification. If a student fails to approach the teacher and obtain a copy of the notification of the Assessment Task and as a result does not submit/complete the Assessment Task by the due date then the procedure as outlined in the Assessment Policy will be followed.
- Faculties must keep a record that all students have received notification of tasks.
- School-based assessment for HSC courses will commence in the first term of the HSC course ie. Term 4 Year 11, and finish in Term 3 of the HSC year.
- To ensure an even distribution of Assessment Tasks no more than two assessment tasks can be scheduled on any one day and no more than four Assessment Tasks per week excluding examination periods.
- In general, Assessment Tasks cannot be scheduled in the week leading up to an examination period. However, in special circumstances e.g. HSC major works or a short school term, variations to this determination may be negotiated with the Deputy Principal.

4. Granting of Extensions for Assessment Tasks

In the situation where a student requires an extension of time for the submission of a HSC Assessment Task it is the student's responsibility to:

- a) Make contact with the Head Teacher prior to the submission date.
- b) Complete a KHS Assessment Task Extension Proforma and attach appropriate documentation.
- c) Submit the KHS Assessment Task Extension Proforma to the Head Teacher.

The Head Teacher of the course concerned will decide whether:

- a) An extension of time can be given;
- b) An alternative task can be completed;
- c) The task can be repeated without disadvantaging other students; or
- d) An estimate can be given.
- e) This decision must be written on the proforma, a copy given to the student and one placed in the student file.

The granting of an extension will be recorded on the KHS Assessment Task Extension Proforma and attached to the Assessment Task when it is submitted.

Where an extension has been approved for the submission/completion of an HSC Assessment Task the student will not be disadvantaged in the marks allocated.

In cases of dispute the Head Teacher will confer with the Principal.

5. Non-Completion of Assessment Tasks / Examinations

In the case of non-completion of HSC Assessment Tasks a UPR (Unsatisfactory Progress Report) warning letter will be issued. The student will receive one UPR warning letter per non-completed HSC Assessment Task. The student will have the opportunity to make up the task but will be awarded a zero mark.

Students must complete tasks which contribute in excess of 50% of the final HSC Assessment mark in a course in order to be deemed satisfactory.

A. Assessment Tasks

- Any student who cannot submit or attend an Assessment Task should notify the relevant Head Teacher before the due date of the Assessment Task. **Failure to follow this procedure may result in the award of a zero mark.** The Head Teacher will inform parents in writing when this occurs.
- When a student has a valid reason for not attempting an Assessment Task (eg. illness or misadventure) appropriate documentation should be submitted to the Head Teacher within 3 school days of the due date of the task.

Appropriate documentation includes:

- a) A Medical Certificate in the case of illness;
 - b) A Statutory Declaration in the case of misadventure; and other relevant supporting documentation if appropriate.
- The Head Teacher of the subject concerned will decide whether:
 - a) An extension of time can be given;
 - b) An alternative task can be given;
 - c) The task can be repeated without disadvantaging other students;
 - d) An estimate can be given; or
 - e) In cases of dispute, consult with the Principal
 - When making contact with the Head Teacher it is the student's responsibility to negotiate an alternative date to complete the non-completed Assessment Task.
 - Computer or associated hardware malfunction is not regarded as a valid reason for the non-submission of an Assessment Task. To ensure that computer problems are minimised, students must maintain back-up copies on CDs, floppy disks or flash drives and printed hard copies.
 - Where there is no valid reason for non-completion of an Assessment Task, a zero mark must be recorded for that task. The student will still be required to complete the task so that the achievement of outcomes can be demonstrated.

B. Examinations

This procedure is to be followed for students who are ill before or are taken ill during an examination or suffers a misadventure before a formal examination set by Katoomba High School ie. Half Yearly and Trial HSC Examinations.

- If a student is ill or suffers a misadventure before an Examination they must make contact with the Principal before the Examination.
- A student who feels that their performance during the Half Yearly or Trial HSC Examinations may be affected by illness or misadventure they must see/contact the Examination Supervisor before the Examination starts (if possible).
- If a student falls ill or suffers a misadventure during a Half Yearly or Trial HSC Examination they must contact the Examination Supervisor immediately.

In the case of illness or misadventure a student must:

- a) Obtain an Illness and Misadventure Form which is available from the Examination Supervisor or Student Adviser.
- b) Fill out and return the Illness and Misadventure Form to the Student Adviser no later than 3 days after the scheduled Half Yearly or Trial HSC Examination has been completed. Any appeal submitted after 3 days will not be considered except in extraordinary cases.

The Student Adviser will:

- a) Inform the Principal who will approve/disapprove the appeal and complete the relevant section on the form.
- b) Forward a copy of the appeal with the determination noted, to the relevant Head Teacher.
- c) Place the original documentation on the student's file.

Where an Illness and Misadventure Appeal has been approved for a HSC Assessment Task or Half Yearly or Trial HSC Examination the student will not be disadvantaged in the marks allocated.

6. Appeals for HSC Assessment Tasks

If a student wishes to appeal a decision or marks awarded in relation to an HSC Assessment Task then the following procedure should take place:

- a) The student should firstly discuss their concerns with the class teacher and submit a letter outlining their appeal to the Head Teacher.
- b) If still not satisfied with the outcome, the student should submit a formal Appeal for Review to the Principal.

7. Satisfactory Completion of an HSC Course

A student will be considered to have satisfactorily completed a course if, in the Principal's view there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- c) and achieved course outcomes.

8. 'N' Determination and Appeal

- An 'N' Determination is given to a student who is deemed unsatisfactory.
- Satisfactory completion can be judged by attendance, level of involvement in class, assignments completed, tasks completed and level of achievement. Failure to meet one or more of these requirements can lead to an 'N' Determination.
- If a student does not complete tasks for a course which contribute in excess of 50% of the final assessment mark an 'N' Determination will be given.

The school is required to issue warning letters to students at risk of not meeting assessment requirements in a course or are at risk of being unsatisfactory due to the factors listed above.

The Principal must:

- a) advise the student in writing, in time for the problem to be corrected specifying details of action required by the students and alerting the student to the possible consequences of an 'N' Determination;
- b) advise the parent or guardian in writing if the student is under 18;
- c) request from the student and/or parent a written acknowledgement of the warning;
- d) issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements);
- e) retain a copy of the warning notice and other relevant documentation.

If a student is to be given an 'N' Determination the Principal must:

- a) submit the 'N' Determination via Schools Online;
- b) advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the Board of Studies using the form supplied by the Board of Studies.

If a student receives an 'N' Determination for a 2 Unit course and is studying the associated Extension course then they will also be deemed unsatisfactory in that Extension course.

If a student receives an 'N' Determination in an HSC Course(s) by the Board of Studies the course will not appear on the HSC Record of Achievement. As a result, in some cases the student may not meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year.

10. Maintaining Records

- Marks for Assessment Tasks will be aligned with Assessment Grids and Higher School Certificate Assessment Policy.
- Notification of Assessment Tasks will be issued by class teacher and a record of collection by the student will be kept.
- A record of receipt of Assessment Tasks will be kept by the Class Teacher.
- VET Competencies that are achieved will be recorded by the VET teacher and also entered on EBOS.
- Assessment marks will be kept in a Central Register within each Faculty and the Head Teacher will be responsible for keeping a back up copy of marks off site.

11. Reporting on Student Progress

Katoomba High School will formally report on student progress for the Higher School Certificate after the Half Yearly Examinations and at the end of Term 3 in the HSC year.

These Reports will give students clear feedback on their performance. This advice will:

- Indicate achievement of course outcomes.
- Indicate the student's progress within the course.

12. Work Placement

Two Work Placement weeks of 35 hours in duration are a compulsory component of each VET Course. In order to be satisfactory in a VET Course both Work Placements must be completed.

Students must complete the 35 hour Work Placements during the Preliminary HSC VET Course in Year 11, Terms 2 or 3 and the HSC VET Course in Year 12, Terms 1, 2 or 3. Non completion of Work Placement will lead to an 'N' Determination. Should a student not complete the Preliminary and/or the HSC Work Placement then the Assessment Policy procedures will be followed. In the case of Illness or Misadventure, Work Placement may only be completed by negotiation outside of the specified time periods.

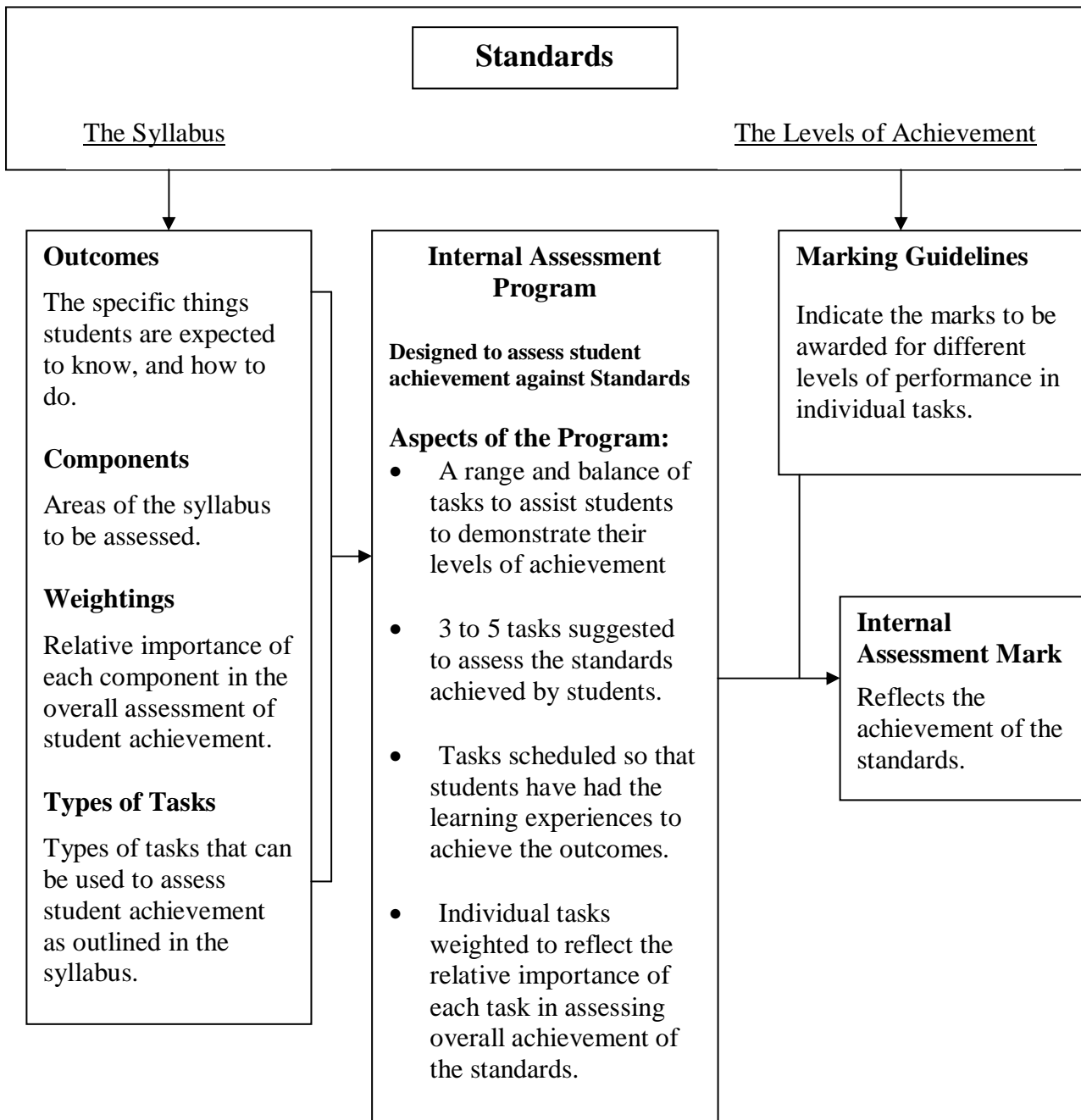
13. Work Placement and HSC Assessment Tasks

It is the VET student's responsibility to satisfy any Assessment Task requirements scheduled during Work Placement. Should a student experience difficulties with any aspect of the negotiations then the student must discuss this with their VET teacher or the VET School Coordinator at least 3 days prior to the start of Work Placement. If not, then the Assessment Policy procedures will be followed.

- An assessment Task that is unseen prior to the set date and is required to be completed in class must be completed at the set time. Arrangements must be made with the employer at least one week, where possible, prior to the Work Placement week so that attendance to complete the task by the student is assured. Should an employer be unable to accommodate a change in Work Placement times then the school and Head Teacher may make other arrangements for the Assessment Task to be completed.
- Where an Assessment Task is to be completed in class and the question for the task has been given beforehand then the student may negotiate with the teacher to complete the task before the Work Placement week. If it is not possible to complete the Assessment Task prior to the Work Placement then the Head Teacher may consent for the task to be completed after Work Placement. If arrangements are not negotiated by the student beforehand then the Assessment Task must be completed on the set date.
- Where an Assessment Task has been assigned for completion in either class time or in the student's own time and is to be handed in on a set date then the student may submit the task before the Work Placement week or make arrangements for the Assessment Task to be handed in by the set date.
- If a student is completing Work Placement locally and wishes to complete the Assessment Task in class on the set date then they may negotiate with the employer to release them for the period of time required to complete the Assessment Task. The student must ensure that the hours missed at Work Placement are made up.
- Where a student does not attend an Assessment Task during the week of Work Placement without prior negotiation with the Head Teacher of the Faculty setting the Assessment Task then the procedure as outlined in the Assessment Policy will be followed.
- If a student is unable to attend an Assessment Task during the week of Work Placement due to Illness and Misadventure then the procedure as outlined in the Assessment Policy is to be followed.

Assessing Standards

Elements of an internal Assessment Program



GLOSSARY OF KEY WORDS

ALL Assessment Tasks and Teaching Programs use a variety of different words.

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. You need to be familiar with each of these.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against

Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole.