

YEAR 12
2017 - 2018



HSC ASSESSMENT
INFORMATION BOOKLET

THE YEAR 12 CURRICULUM AT O'CONNOR

The successful completion of the Preliminary course enables students to progress to the final year of HSC study. These twelve months will be challenging and demanding as results will depend on a sustained commitment at school over this whole period.

As the HSC is the highest secondary credential in NSW, students will depend on their results to access tertiary and/or vocational studies at universities or TAFE or to gain rewarding employment in the workforce.

Important differences to the Preliminary Course are:

- Students must complete a minimum of ten NSW Educational Standards Authority (NESA) units.
- The syllabus in all NSW Educational Standards Authority (NESA) Developed courses, (except VET Framework ones), Mandates internal assessment components, weightings and task types.
- Internal assessment will contribute 50% of the final HSC mark.
- External exams (which include major works in some subjects) will contribute the other 50% of the marks.

This booklet provides essential information about the nature of assessment at the College and includes individual subject schedules, rules and procedures and a list of subject teachers and coordinators. Throughout the year, students will be given specific task details, feedback and progress reports which will allow them to monitor their results and achievements.

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USEFUL WEBSITE ADDRESSES

General

www.boardofstudies.nsw.edu.au

www.hsc.csu.edu.au

www.schools.nsw.edu.au

www.tafensw.edu.au

Career Sites

www.oconnor.nsw.edu.au

www.gocareer.gov.au

www.jobsearch.gov.au

www.myfuture.edu.au

www.jobguide.dest.gov.au

SATISFACTORY COURSE COMPLETION

Students must successfully complete a minimum of 10 units of NSW Educational Standards Authority (NESA) courses in order to qualify for the HSC credential. Because it is a state-wide, external educational award, rules and procedures set by the NSW Educational Standards Authority (NESA) must be adhered to.

These rules are contained in the NSW Educational Standards Authority (NESA) Assessment and certification Manual (ACE) available at the College or on the NSW Educational Standards Authority (NESA) website.

Satisfactory Completion

Students **MUST** provide sufficient evidence that they have:

- **Followed** the course developed or endorsed by the NSW Educational Standards Authority (NESA);
- **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- **Achieved** some or all of the outcomes.

Non-Completion

If a student appears to be at risk of not meeting the above requirements, a formal warning must be given, and parents/guardians must be advised if students are below 18 years of age.

The formal warning letter clearly indicates the nature of the problem and the specific steps needed to remedy this situation, including a timeframe in which this process needs to be completed.

If the first warning letter is not effective a further warning letter will be sent. A student who fails to respond positively to the second warning can be issued with an “N” Determination by the Principal at the end of the HSC course. Students who have received an “N” determination have a right of appeal, which must be made to the College in the first instance. A further appeal to the NSW Educational Standards Authority (NESA) is available to students and details of this process are set out in the *ACE Manual*.

HSC Assessment Policy and Procedure

Introduction

Internal assessment provides a summative measure of a student's achievement in each course which is based on multiple tasks that cover a wider range of outcomes than can be measured by an external examination paper. For each course, a program of assessment tasks is sequenced throughout the HSC year. These are based on the NSW Educational Standards Authority (NESA) mandated syllabus components, weightings and task types.

Students will complete school-based assessments as part of their HSC, which together contribute 50% of their final HSC mark for a course (except VET courses). Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

At the conclusion of the HSC assessment program, O'Connor will submit a school based assessment mark to the NSW Educational Standards Authority (NESA) for each course, based on the performance in the tasks in the school's assessment program. The assessment mark submitted by O'Connor is adjusted (moderated) by the NSW Educational Standards Authority (NESA) to produce the assessment mark that appears on student's results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.

The assessment marks submitted by the school for each course are intended to indicate students' achievements at the end of the HSC course.

The assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the external examination
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event.

Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. research, fieldwork or practical skills).

The assessment marks submitted by the school reflect **the knowledge and skills objectives of the course and the related outcomes**. Schools should not include measures of objectives and outcomes from the affective domain (i.e. values and attitudes) in their assessments. Assessments will not be influenced by factors such as student conduct.

If you studied a course at an institution outside your home school, the assessment mark is provided by the outside institution i.e., TAFE or Distance Education schools.

No assessment mark is reported for VET courses or courses studied with an outside tutor. The school does send an estimate mark for those VET subjects where students intend to sit an examination for ATAR purposes.

Life Skills

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student.

Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments including the school, community and workplace. Assessment should reflect the student's ability to generalise the knowledge and skills to a range of adult environments.

The content listed with each outcome provides examples of assessable activities on which teacher judgement will be based. Students do not need to complete all of the associated content to demonstrate achievement of a Life Skills outcome.

Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at particular points in the course of study.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

Disability Provisions

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require the NSW Educational Standards Authority (NESAs) to ensure that students with a disability are able to access and respond to an examination. NSW Educational Standards Authority (NESAs) may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. reading the examination questions; and/or
2. communicating his or her responses.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

Policy

1. Each student is required to undertake those tasks, which are part of each subject's formal assessment programme. In addition students are required to apply themselves with **diligence and sustained effort** to other set tasks and experiences provided in the course by the school. This is a NSW Educational Standards Authority (NESAs) requirement. Students are to be provided with information on their progress.
2. Each student and parent/guardian will be issued with a complete assessment schedule at the beginning of the HSC course. Each student is responsible for knowing and managing the assessment requirements for each of their courses.
3. Students will receive specific task information at least two weeks prior to the due date for that task. This information will include details about the process and procedures involved in managing the task, such as to whom and how the task should be submitted and the format it needs to be in. Students will be expected to sign receipt of Assessment tasks and teachers will sign when the task has been submitted. It is the student's responsibility to ensure that all parts to exams are submitted. If the subject teacher is absent on the due date the Leader of Learning or the front office will sign the receipt of the task. Changes to the schedule are possible with appropriate warning and notification.

4. Teachers will provide clear and appropriate indicators, on how to succeed at the task such as marking criteria. Students will also receive specific feedback on their performance.
5. Absence from tasks or failure to hand in completed tasks on the due date and in appropriate format will be recorded as a non-attempt and a zero mark will be awarded. Students who know they will be absent on the due date must make prior arrangements with the subject teacher to negotiate the submission or completion of the task.
6. If a student has been found to have committed malpractice they will also receive a zero mark or only those parts of the task deemed to be the students own work will be marked. Any breach of the above conditions will result in the student being issued with an *N-Determination* warning letter, placing their HSC credential in jeopardy.
7. Students are entitled to apply for *Special Consideration* in case of Illness/Misadventure. The appeal must be made on the appropriate form and supported by **independent evidence**. If circumstances are known, students should apply for special consideration prior to the due date. The *Special Consideration* form is available from the Curriculum Coordinator.
8. If students fail to submit a task or are absent on the due date and a *Special Consideration* form appeal is not lodged by students within a week of the original due date or is not approved, they will be issued with a *N-Determination* warning letter. Students will be expected to complete all course work provided.
9. The Curriculum Coordinator, in consultation with the relevant Leader of Learning and subject teacher will determine an appropriate alternative assessment in case of a successful *Special Consideration* appeal. This could include an alternate time, task of comparative academic rigour or an estimate mark.
10. Students who fail to satisfactorily meet HSC requirements will be issued with an *N-Determination* warning letter. After two *N-Determination* warning letters the Principal may award the student an N (non-completion of course) determination, meaning that the course will not be recorded on the students record of achievement, thus placing their HSC credential in jeopardy. This is a NSW Educational Standards Authority (NESA) requirement.
11. If a student's work and/or attendance becomes a concern, the Principal may determine that the course completion criteria has not been met. This can lead to an 'N' determination in the course which would be reflected in the student's record of achievement and ultimately the HSC.
12. Students have the right to appeal the procedure of a task, the administration of tasks, or whether the task conforms to the College's HSC Assessment Policy. This appeal must be made on the *HSC Assessment Task Appeal Form* within ONE week of the task in question being handed back to the student and returned directly to the Curriculum Coordinator.
13. The Principal and Curriculum Coordinator comprise the Review Panel and have the right to co-opt other teachers onto this panel. The decision of this panel is final.
14. If students have had equal to 50% or more of their assessment tasks recorded as non-attempts in any course, the Principal will not certify that the course has been satisfactorily completed. The student will not be allowed to sit for the Higher School Certificate Examination in that course and the course will not be included on the result notice. If the student's other subjects do not make up 10 units, or if that course is English, the student will not be eligible for the Higher School Certificate.

15. The NSW Educational Standards Authority (NESA) mandates that the final internal assessment marks cannot be revealed to students. Subject teachers are required to submit a final assessment mark to NSW Educational Standards Authority (NESA). A student's internal assessment result contributes to 50% of a student's final HSC mark. Students can collect their *Assessment Rank Order Notice* from the College after the last HSC examination or access this on *Students Online* on the NSW Educational Standards Authority (NESA) website. Students have the right to a school review of their rank and may appeal the Review Panel's decision to the NSW Educational Standards Authority (NESA). This must be done within the specified time period and may only be on the basis of the Assessment Policy and the procedures used in arriving at the final assessment mark.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NSW Educational Standards Authority (NESA) subject specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NSW Educational Standards Authority (NESA) treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

Malpractice

As internal assessment comprises 50% of the final HSC mark, all tasks submitted as part of the College's assessment program must be the student's own effort and any proven malpractice, including plagiarism, will result in serious penalties, including the award of a zero mark for that task.

Suspected cases of malpractice will be reviewed by a panel constituted by the Assistant Principal in consultation with the Principal. Students will have the right to present their case to this panel.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It 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, CDs, the internet or other sources 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 made substantial contributions;
- Breaching College examination rules;
- Contriving false explanations for missing due dates;
- Assisting another student to engage in malpractice.

Non Serious attempt – Examinations - From NSW Educational Standards Authority (NESA).

Description

The [HSC Rules and Procedures](#) require students to attempt a range of questions throughout the examination paper. Attempting multiple-choice questions is not sufficient. Supervisors of marking report students who submit frivolous or objectionable material.

Case studies

- A student attempted multiple-choice questions only and did not engage with other question types across the examination.
- A student submitted an obscene response which was considered to be highly objectionable.

Penalty range

Students engaging in a non-serious attempt generally receive no result in that course. This in turn may jeopardise the award of the Higher School Certificate.

O'Connor Catholic College Policy

If a teacher considers that a student has made a non-genuine attempt at an examination or part of the examination they should consult with their Leader of Learning and the Curriculum Coordinator. Together a decision can be made regarding the examination.

HSC

If a non-genuine attempt has been made on an examination an 'N' Determination warning should apply. The original mark will stand and the student would be expected to complete to a satisfactory standard as agreed to by the subject teacher, that part or parts of the examination considered to be a non-genuine attempt.

How Assessment is Monitored

1. Leaders of Learning are responsible for the management of the assessment process. It is recommended practice to use word guidelines rather than word limits. The Principal has overall responsibility for the school assessment policy and practice.
2. All assessment notifications and tasks including exams should be provided to the Leader of Learning before being issued to students. Leaders of Learning are to check that tasks are accurate in the information presented including all necessary requirements. Leaders of Learning are to maintain a file of all tasks and notifications.
3. Leaders of Learning are to ensure that subject teachers follow the Assessment schedule and are to be notified of any changes to the assessment schedule.
4. Subject teachers are encouraged to discuss tasks with the Leader of Learning to ensure the task demonstrates validity and viability as a learning tool. This is an ongoing process in the department.

Recorded

1. HSC assessment marks and ranks will be placed in the Central file after each task has been graded. Leaders of Learning are to ensure that this is done by regularly checking the mark site.
2. Subject teachers are advised to maintain their own record of marks taken.
3. Assessment task results and rank are to be recorded on student reports.

Reporting

The College provides two written reports to parents; the first in early Term 2 and the second at the end of Term 3 in the HSC year. Parents are invited to attend a parent teacher interview in week 4 of Term 2. Each report will contain the number of students presenting in a course, the tasks, marks and ranks. The task mark will reflect the raw percentage. The final report will also contain a detailed Pastoral Report. Both reports will have the days absent. The reports are previewed by the Leader of Learning and the Principal.

Major Works

As the completion of major works in some subjects involves major independent and unsupervised work by the students, extra care must be taken to comply with rules and procedures mandated by the NSW Educational Standards Authority (NESA) and the College. **Teachers in these subject areas will inform students of the necessary documentation process which must be followed. All major works must be certified by the supervising teacher as being the student's own work as part of submitting this work** to the NSW Educational Standards Authority (NESA) for external marking. Students have the right to appeal any non-certification to the NSW Educational Standards Authority (NESA).

Assessment of a VET Course

Satisfactory course completion criteria apply to all VET Courses.

VET courses are competency based. A student's performance is judged as being either *competent* or *not yet competent* against prescribed standards. Students will be given specific instructions about achieving each competency and will be provided with several opportunities to demonstrate this achievement.

A "Competency Record Book" is kept for each student and will form the basis of the AQF VET Certificate or Statement of Attainment issued as part of the HSC credentials.

All NSW Educational Standards Authority (NESA) Developed VET courses have a mandatory workplace component of 35 hours for a 2 unit (120 hour) Year 12 course.

Students who have completed 240 hours (4 units in either/or Preliminary/Higher School Certificate) of a VET subject MAY choose to sit an **external exam in this subject if they want it to contribute to their ATAR**. The University Admission Centre will only allow one VET Framework course as part of the 10 units which are used to calculate the ATAR.

Students who choose to sit for an external exam in a VET subject will also receive an individual course report as part of their HSC credentials.

HSC Assessment Schedule

The following tables provide an opportunity for students to fill in their individual Assessment schedules. **NB:** The scheduled time for an assessment can be moved if circumstances exist such as too many tasks being due at the same time. A teacher may negotiate with the class the timing of when the task is due. The new time/date should be made clear in the assessment notification.

Term 4 2017	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

HSC Assessment Schedule

Term 1 2018	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11 Half Yearly Exams	

HSC Assessment Schedule

Term 2 2018	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

HSC Assessment Schedule

Term 3 2018	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5/6 Trial HSC Exams	
Week 7	
Week 8	
Week 9	
Week 10	

RESPONSIBILITIES

STUDENT RESPONSIBILITY

Attempt tasks to best of ability

Know and follow procedures

Inform school of special circumstances

TEACHER RESPONSIBILITY

Mark and assess all work

Provide meaningful feedback

Provide all necessary task information

SCHOOL RESPONSIBILITY

Record and keep track of marks

Provide appropriate learning and teaching environment

Submit relevant information to BOS

APPENDIX

Appendix 1 Special Consideration Form Page 17

Appendix 2 N-Determination Letter Pages 18-20

Appendix 3 Assessement Schedules

