



# **ASSESSMENT HANDBOOK AND GUIDELINES HIGHER SCHOOL CERTIFICATE**

**Years 11-12**

**2025**

# CONTENTS

	<b>Page</b>
<a href="#"><u>Introduction Letter</u></a>	3
<a href="#"><u>Assessing and Grading Student Achievement</u></a>	4
<a href="#"><u>What are the Learner Attributes and Performance Descriptors?</u></a>	4
<a href="#"><u>How do Performance Descriptors Relate to the Curriculum Framework?</u></a>	5
<a href="#"><u>The Assessment Program</u></a>	6
<a href="#"><u>Types of Assessment Tasks</u></a>	6
<a href="#"><u>Guidelines for Assessment</u></a>	7
<a href="#"><u>Responsibilities of Students</u></a>	13
<a href="#"><u>The Australian Tertiary Admission Rank</u></a>	14
<a href="#"><u>ATAR Calculation</u></a>	14
<a href="#"><u>School Assessment for the HSC</u></a>	14
<a href="#"><u>Purpose of School-Based HSC Assessments</u></a>	15
<a href="#"><u>Course Completion Criteria</u></a>	15
<a href="#"><u>Summary of the Assessment Process</u></a>	16
<a href="#"><u>HSC Procedures for Appeals against Assessment Rankings</u></a>	17
<a href="#"><u>Responsibility for Curriculum</u></a>	18
<a href="#"><u>Appendix</u></a>	19
<a href="#"><u>Independent Evidence of Illness/Misadventure</u></a>	20
<a href="#"><u>Extension Request for Assessment Task</u></a>	21
<a href="#"><u>Assessment Appeal Application</u></a>	22
<a href="#"><u>Intended Approved Leave Request: Assessment Variation Form</u></a>	23
<a href="#"><u>Assessment Task Student Evaluation</u></a>	24
<a href="#"><u>A Guide to Writing Bibliographies Based on The Harvard Style</u></a>	25
<a href="#"><u>Glossary of Key Terms</u></a>	29

# INTRODUCTION LETTER

Dear Year 11-12 Students,

This booklet has been designed to provide you with all of the information that you will need to manage your formal assessment tasks this year whether you are in Year 11 or 12.

Assessment is an important activity to help you and your teachers understand how you are progressing in your learning and what you need to do next. Throughout the year you will complete both formal and informal assessment activities.

Informal assessment is sometimes called *assessment for learning* - this includes small in class tasks and homework that you will regularly do. These tasks give you feedback on how well you understand what you are learning. It also provides the teacher with information about what changes they need to make to their teaching to help you improve your understanding and skills.

This booklet identifies all the formal assessments that you will complete this year. Formal assessment is also called *assessment of learning*. These tasks such as tests, exams, oral reports, modelling and research presentations are used to assess how well you understand the work that has been covered in class up to a point in time. Your teacher will use formal assessment to report to you and your parents about how you are progressing in the subject compared to a standard.

Please note, the HSC itself will show two marks: the HSC examination mark and the moderated assessment mark. The final HSC result is the average of these two marks.

Please also be aware that there is also a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR) for entry into tertiary institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unsure about the procedures or their responsibilities should arrange an interview with their Year Coordinator, or Head of Academic Quality to discuss.

We also understand that illness and other unexpected events can sometimes prevent you from completing a task or prevent you from doing your best. Therefore, it is important to be aware of the school's procedures to manage these things. The school rules for assessment outlined in the front of the booklet ensure that assessment is fair for all students.

If you have any questions about assessment, it is important to talk to your teacher, the head of department for the subject or to myself. I wish you a successful and blessed year.

Kind regards,



**Mrs Sherine Metira**  
**Head of Academic Quality**

# ASSESSING AND GRADING STUDENT ACHIEVEMENT

Teachers will make the final judgment of the grade (A, B, C, D, E or N) deserved. This judgment will be based on assessment information collected in relation to student performance on certain tasks, which measure student achievement of the course objectives, and with reference to the Course Performance Descriptors.

Assessment of student achievement is integral to teaching and learning. In establishing an assessment program it is important that the assessment tasks used are appropriate. It will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all aspects of the course is assessed.

The scheduling of tasks and the weight applied reflect the school's programming of the course. Students are thus given the opportunity to demonstrate their maximum level of achievement relative to the Course Performance Descriptors. The school's assessment program generally gives greater weight to those tasks scheduled towards the end of the course, however; this will vary from subject to subject depending on the program and assessment design.

Students should continue to receive feedback throughout the course on their achievement in relation to the assessable objectives of the course.

## WHAT ARE LEARNER ATTRIBUTES AND PERFORMANCE DESCRIPTORS?

The set of Learner Attributes is a point of reference against which teachers must match their professional judgment in determining students' ability to engage in the learning process. They are expressed in positive terms to emphasise what students can do, rather than what they cannot do.

An outline of each category is as follows:

<b>Learner Attributes</b>	<b>Explanation</b>
Conduct	Exhibits conduct in class that is aligned to the Coptic Orthodox ethos of the College
Respect	Demonstrates mindfulness of others and respect for the learning environment
Collaboration	Works cooperatively and collaborates with others when appropriate
Independence	Works independently when appropriate, takes initiative and uses class time effectively
Critical Thinking	Engages in higher order and critical thinking processes
Seeks growth	Actively seeks growth with complex concepts
Proficient skill-set	Demonstrates a proficient skill set in the subject
Self-reflects	Willingly seeks teacher feedback, self-reflects, and considers steps required for growth in the subject
Articulation	Communicates understanding of subject matter with clarity using appropriate notation and language
Work and study	Demonstrates effective study habits and completes all work in a timely manner

Performance descriptors are an assessment and reporting tool to enable teachers to make judgments about overall student achievement at the end of a course and allocate a grade based on performance in summative assessment tasks.

Performance descriptors describe the main features of different levels of typical students' performances at the end of the course. They describe different levels of student performance. In using these descriptors, schools assess student achievement throughout the course then "match" each of their students to the descriptor column which best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student.

The areas for Assessment consist of the knowledge and skills objectives from the syllabus. Attitudes and values are not tested or assessed for grading purposes. They are nevertheless an important part of teaching and learning and may be included in school reporting.

### **Applying the Course Performance Descriptors**

The descriptors are to be interpreted in terms of the standards, which can be achieved by students within the bounds of the course. The range of grades from E to A corresponds to the range of achievement levels from Elementary Achievement to Extensive Achievement. Course Performance Descriptors written for a higher level of achievement built upon achievement of all preceding levels.

The grade awarded should provide the best overall description of the student's achievement while not necessarily indicating that every detail of the performance descriptors within that grade has been met. In awarding grades to their students, teachers should be aware that there is no predetermined distribution of grades.

## **HOW DO PERFORMANCE DESCRIPTORS RELATE TO THE CURRICULUM FRAMEWORK?**

The K-12 curriculum is organised into six stages. At the end of Year 11 schools are required to make a judgment about the overall achievement of the course objectives for the purpose of credentialing. The Board's Course Performance Descriptors for Year 11 describe grades of achievement that relate to the set of outcomes for the stage in each subject or course.

An outline of each category is as follows:

### **General performance descriptors**

The general performance descriptors describe performance at each of the five grade levels.

<b>Grade</b>	<b>Description</b>
<b>A &gt;85</b>	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B &gt;70</b>	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C &gt;50</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

<b>D &gt;35</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E &lt;35</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

## THE ASSESSMENT PROGRAM

Why do we assess students?

Assessment is used for two broad purposes:

- to inform pupils, parents, employers or the NSW Education Standards Authority;
- to determine the strengths and weaknesses of all students and thus to identify their needs.

Assessment and evaluation of student progress is an integral part of teaching and learning. It is a process involving continuous judgement based upon a range of measuring devices. These devices extend from the teacher's perception of a class's reaction to a given unit of work on carefully constructed tests.

Assessment is student centred, and for each department, is developed from the relevant syllabus documents and assessment support material provided by the NSW Education Standards Authority. Each department is responsible for the development of a consistent, sequenced program of assessment. This development is overseen by the Director of Studies.

Assessment is also used to provide information for teachers, students, parents and employers about:

- students' achievement against predetermined standards of criteria
- students' individual difficulties
- students' likely success in further studies
- the effectiveness of a teaching program.

The assessment policy includes details of what is to be assessed, and procedures for assessment.

## TYPES OF ASSESSMENT TASKS

An assessment task is an activity designed to provide information about a student's achievement of specific knowledge and skills objectives of the syllabus.

- The types of tasks reflect the assessment strategies suggested in the syllabus.
- They allow the students to display their abilities in a variety of ways. This includes written, oral and practical formats.

- Both formal and informal assessment information is used to develop a clear picture of an individual student's achievement.

**FORMAL ASSESSMENT TASKS** are those based on the objectives being assessed. The students will be informed that they are being assessed.

**INFORMAL ASSESSMENT** refers to observations made by a teacher during the course of a lesson when a student demonstrates achievement of some particular knowledge and / or skill. This form of assessment is less structured, and the students are generally not aware that they are being assessed.

## **GUIDELINES FOR ASSESSMENT**

### **Notification of Tasks and Results**

At least two weeks before a task in each Subject, students will be given written information outlining the following for each task:

- what is to be assessed
- how it will be assessed
- the relative value (weighting) of each task
- the date of the task
- any further details as deemed necessary (where applicable)

A minimum of two weeks' notice will be given to the students prior to the task of any amendments to the task. Assessment tasks will normally be marked and returned within two weeks of the completion of the task.

Each student will be given feedback, which includes marks for her performance and guidance as to how they can improve her performance in the future.

### **Assessment Scheduling**

The assessment schedule should not be excessive in either the total amount of work, or the timing of the tasks. There should be no more than four assessment tasks in each subject and where possible the College will work to ensure that each student does not have more than three assessments scheduled in the same week and no more than two on the same day, with the exception of official examination blocks. Please note, that in some cases, this is not always possible. In the event where the guideline cannot be applied, the Head of Faculty will work in conjunction with the Head of Academic Quality to ensure students have fair and equitable access to the task.

Assessment tasks will be coordinated through the Head of Academic Quality, and a Google Assessment Calendar (MAD – Mandatory Assessment Dates) will be made available, so that excessive demands on any student may be avoided.

### **Assessment Information**

The date of an assessment task can be changed if school circumstances make it advisable. In such cases, students will be given reasonable written notice (usually at least two weeks where possible) of the alteration via an amended assessment task notification. The three key principles in this procedure will be that:

- a) the date will not generally be made earlier than that originally advised – unless the amount of notice given is deemed sufficient.
- b) the weighting of the task in the overall assessment program (Assessment Schedule) will not generally be varied.
- c) every consideration will be given to ensure that students do not suffer disadvantage.

A task being 'pushed back' - a day, or to the next lesson - due to teacher absence or other unforeseen circumstances is deemed acceptable and does not require additional two- weeks' notification. This is due to the additional preparation time given to students. In the event of this situation, the teacher or Head of Faculty will communicate the circumstance and the postponement to students.

### **Submitting Assessment Tasks**

Assignment-type tasks must be **handed personally to the class teacher** at the beginning of the appropriate subject period on the specified day. If no period for the subject is timetabled for that day, the task must be given to the teacher, or in the case of his or her absence, to the relevant Head of Faculty, as indicated on your assessment notification.

An assessment task submitted later on the day than the timetabled period for that subject will be regarded as one day late and will attract a penalty. It is the student's responsibility to submit an assessment task on time.

The use of e-mail or fax as a means of submitting tasks is **not acceptable** unless indicated on the assessment notification. The College accepts no responsibility for the loss of tasks submitted electronically. Tasks submitted electronically will not be accepted and as such will incur late submission penalties until it is submitted personally to the class teacher. In exceptional circumstances, a subject teacher may negotiate with individual students or parents for a task to be submitted electronically. This should be done prior to the assessment's due date.

### **Illness/Misadventure**

#### **If a student is unable to attend school the day before an assessment task or the day of an assessment task as a result of illness or misadventure:**

The student (parent or guardian) must do the following:

- If the illness has commenced prior to the task and they have been advised by a doctor, that they will be unfit for the in-class task, they must have the doctor complete the [illness/misadventure form](#) or alternatively provide a medical certificate that covers the date of the task and attach it to the illness misadventure form. These forms are to be sent to the Head of Faculty as early as soon as possible.
- If a student is absent on the day of in-class task or examination, a telephone call or email should be made in the morning to the relevant Head of Faculty.
- If a student becomes ill/incapacitated during the course of an examination, they must inform the examiner. Citing illness/incapacitation in retrospect will not be accepted.

#### **When the student returns to school the following day after illness/misadventure:**

- All that is required is the formal submission of the illness/misadventure form with evidence from the doctor to be submitted to the Head of Faculty if not already emailed through.
- It is also the student's responsibility to ensure they see their teacher and arrange to complete the task as soon as possible (usually on the first day they return to school unless advised otherwise).
- No phone call or email to the Head of Academic Quality is needed and no assessment appeal form is required.

#### **If the student is away for longer than just the day of an assessment task:**

- A Doctor's Certificate (or other formal documentation) must be obtained. The certificate (or other formal documentation) must apply to the day of the task and subsequent absent days.
- The Doctor's Certificate must state in specific terms why the student was unfit to perform the task.
- No phone call to the Head of Academic Quality is required.
- Students must complete the illness/misadventure form, entering all required information and attaching a PDF copy of their doctors Certificate or other formal documentation (where relevant).



- The student's class teacher or Head of Faculty will notify the student of the date for the make-up assessment task. The student may like to email their teacher when they are absent to initiate the discussion about a new due date.
- If the student is absent on the new due date, they are required to follow the same process.
- If the task is a hand in assessment and the student was able to submit it online, they are still required to complete the assessment appeal form.
- There will be no penalty imposed if the above procedure is followed. To arrive at school without the Independent Evidence of Illness/Misadventure form on the first day back may result in a mark of zero.

#### **For all Absences:**

- **For 'hand in tasks' which constitute major works/projects** in subjects such as Visual Arts and Technology and which have been ongoing over an extended period of time, **an appeal will not be accepted for the final submission.**
- Students should be familiar with the conditions of approved leave to avoid penalties imposed in situations where leave overlaps with assessment due dates.
- Failure to follow illness / misadventure procedures may result in penalties being applied which could include a zero mark.

#### **Please note:**

- A Doctor's Certificate signed by a member of the student's immediate family is not acceptable.
- If the Head of Faculty and the Head of Academic Quality decide that there is no valid reason for non-completion of an assessment task, a zero mark may be recorded for that task.
- Upon Return to School, for hand in tasks, students are expected to submit the task to their teacher **on the day they return to school, however if a digital copy was also required then this can still be submitted via the Google Classroom on the day the task was due.** Students will complete an in-class assessment on the first day back to school, unless otherwise arranged by their class teacher and/or the Head of Faculty.
- **Hand in tasks must be handed in personally to the class teacher.** If the teacher is unavailable, the task must be handed personally to the relevant Head of Faculty or, if the Head of Faculty is unavailable, to the Head of Academic Quality. Under no circumstances is the task to be given to any other staff member to pass on, or to Office staff, unless this has been agreed on by the relevant faculty. Students are NOT to give the task to another student to submit on their behalf. Family members can submit the task on the student's behalf if necessary.
- Students absent from school the day of an assessment task, due to school business must submit an Illness / misadventure form prior to the absence.

#### **Students with Approved Leave**

Approval for student leave will not be finalised until the [Approved Leave Assessment Variation](#) form is completed. As part of the process, students with approved leave must make alternative arrangements with their teacher and the Head of Faculty to submit or undertake assessment tasks that take place during the period of leave.

Students who are absent without approved leave will be given a zero mark if they miss an assessment task. Students cannot apply for an extension on the basis of having missed classwork due a family holiday.

## **Assessment Extension Request**

If a student is unable to attend school as a result of illness or misadventure for a significant period before a task the Head of Faculty must be notified and an [Extension Application](#) be submitted as soon as possible before the task. An Illness / misadventure form should be completed and submitted with a Doctor's Certificate (or other formal documentation) attached to the Head of Faculty. Each submission will be dealt with on a case by case basis. The extension may or may not be granted.

- In these circumstances, an extension of time may be granted or an alternative task may be set, at the discretion of the Head of Faculty in consultation with the Head of Academic Quality. Applications for extensions must be made **at least five school days** before the due date of the task.

Grounds for extension may be:

1. Illness or valid injury (Independent Evidence to support the Illness/Misadventure form must be provided).
2. Severe family disruption
3. Student involvement in an official school function
4. Other (at the discretion of the Head of Faculty in consultation with the Head of Academic Quality)**Late**

## **Submission of a Hand in Task**

Students who submit assessment tasks late, without a valid reason, will be penalised in the following manner:

- Up to 1-day late less 10% of their mark (late is defined as after the lesson in which the task was due)
- For every subsequent day that an assessment task is late a further 10% will be deducted (for example the loss of 40% of the mark awarded if a student submits work 4 days late).
- In this context, day means calendar day; for example, a piece of work due on Friday and submitted the following Monday is 3 days late. In most instances, parents will be notified of such penalties. A student will receive a zero mark for work submitted 10 or more days late.

## **Unsatisfactory Completion of a Course**

A student may be deemed to have not satisfactorily completed a course if there is sufficient evidence of:

- A lack of application in class including failure to hand in assignments, complete practical work, complete homework, or participate in class;
- A lack of exam preparation resulting in poor performance eg non-attempt or non serious responses;
- Failure to make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.
- **When a student is at risk of being awarded an 'Unsatisfactory Completion of Course', parents and students will be notified in writing**, and an opportunity will be provided to address the problem.

## **Failure to Complete Task**

Failure to complete assessment tasks for a reason not considered valid by the Head of Faculty and the Head of Academic Quality may result in a zero mark. In the case of a student who has been given zero marks a warning letter will be sent home. The outstanding task must still be completed.

## **Malpractice**

Malpractice is any activity undertaken by students that allows them to gain an unfair advantage over others. Plagiarism is a form of malpractice. Plagiarism means copying the intellectual work of others either by reproducing their ideas, opinions or theories word for word or by paraphrasing without acknowledging the source of the information. As stated in the NSW Education Standards Authority document Assessment in a Standards-Referenced Framework - a Guide to Best Practice, malpractice includes but is not limited to:

- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to gain an unfair advantage.
- communicating with any person other than a supervisor during an assessment task;
- behaving in any way likely to disturb the work of any other student during an assessment task;
- behaving in a way likely to upset the conduct of the assessment task;
- communicating or receiving communication regarding the content of an assessment task before the task is completed by all the students involved;
- communicating information during an assessment task;
- possessing unauthorised written material during an assessment task;
- 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;
- working collaboratively on a task which is an individual task;
- gaining an unfair advantage over other students in terms of extra time. This includes but is not limited to absence from school immediately before a task, late arrival to school or missing a lesson before the task is due without a valid reason.

### **Plagiarism can include:**

- using words, ideas, designs or the workmanship of others in practical and performance;
- tasks without appropriate acknowledgement;
- using material directly from books, journals, CDs or the internet without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as one's own;
- copying someone else's work in part or whole and presenting it as one's own;
- citing the source of information but quotation marks are not used to indicate words taken from another source;
- inaccurate acknowledgement of a source.

The penalty for malpractice in an assessment task may result in a zero mark for that task. Any work suspected of plagiarism or having been generated using AI technology, is considered malpractice and will be subjected to further investigation and a decision will be made based on the credibility of the evidence supplied. Work that is confirmed to not be a student's own work, will not be considered in the marking of the task.

Students are advised to consult with their teachers if they are unsure of whether an activity will unfairly advantage them.

All work submitted for assessment must be a student's own.

### **Examples of a non-serious attempt:**

- Only the multiple choice questions have been attempted in an exam.
- 50% of the components of a task have not been addressed.
- Work is substantially below the standard that the student has previously submitted.
- Use of inappropriate language.
- Information in a student's response is totally unrelated to the question / task being assessed.
- Few assessment criteria have been addressed.

**Students who are reported to the Head of Faculty or to the Head of Academic Quality in relation to any of the above, and found guilty of malpractice, will be heavily penalised.**

### **Other Circumstances that may lead to the Generation of a Warning Letter**

- (a) If a student is absent on the day of an assessment task, including the day a hand in task is due, and the Head of Faculty or Head of Academic Quality is not notified by a parent/guardian of the absence.
- (b) If a student fails to submit a task on the day they return to school without a plausible reason.
- (c) The Class Teacher, supervisor or marker of a task should notify the Head of Faculty if any of the following events occur. The outcome of this may lead to the generation of a warning letter and a **zero** mark being awarded. A student:
- makes a non-serious attempt in an assessment task.
  - fails to attend an assessment task
  - does not contribute to a collaborative group assessment task.
  - fails to apply themselves properly to their studies.
  - uses coercion to obtain assistance from other students.
  - impeding the performance of other students in assessment tasks.
  - engages in Malpractice.

### **Grievance and Appeals**

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. A grievance is any type of problem, and may be about an act, omission, situation or decision, you feel is unfair, discriminatory or unjustified. Students have **48 hours** from the point they receive the task back to lodge an Assessment Appeal Form (see Appendix) if they are unhappy about their result. Any requests made after this will not be accepted.

The following procedure applies:

- (a) Try to clarify the situation with the class teacher involved.
- (b) If the situation is unresolved, obtain an Assessment Appeal Form from the appendix in this handbook.
- (c) Complete the form and return it to the Head of Faculty.
- (d) The Head of Faculty will hold a meeting with you. Notes will generally be taken and agreed to at the end of the meeting. A remark is not automatic nor guaranteed.
- (e) If a satisfactory resolution cannot be achieved, then the HoAQ must be contacted in bringing about a resolution. All procedures that are followed will be consistent with policy and requirements.

### **'N' Determinations**

For a student to satisfactorily complete any course (including HSC), he or she must meet the following course completion criteria:

1. The student followed the course developed or endorsed by the Board; and,
2. The student applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
3. The student achieved some or all of the course outcomes.

If a student receives a zero mark for an Assessment Task OR fails to submit an Assessment Task OR does not attend a course regularly, he or she is in danger of not meeting the course completion criteria. In these instances, the Head of College will meet with the student and the parent or guardian and issue a written warning that the student is at risk of not completing the course. The Head of College will also advise the student of what actions need to be taken in time for the problem to be corrected. If these actions are not taken by the set time, a follow-up warning letter will be issued setting out what remedial actions need to occur by a certain time. If this is still ignored, the Head of College will have no choice but to issue an 'N' Determination (non-completion determination) in respect of the student for that course, and advise both the student and NESAs (via Schools Online).

A school assessment mark will still be awarded to the student and forwarded to NESAs, in case the 'N' determination is reversed on appeal.

### **Procedure for Appeals against 'N' Determinations**

A student can lodge an appeal for a review of an 'N' determination. He or she must apply to the Head of College by the date listed in NESAs Timetable of Actions for Schools.

A College Review Committee will be formed consisting of the Head of College, Deputy Head of College, Head of Teaching & Learning and relevant Head of Faculty. This Review Committee will consider the appeal.

If the College upholds the appeal, the College advises NESAs by the date stipulated in NESAs Timetable of Actions for Schools. The student's school assessment mark will be re-instated.

If the appeal is declined, the student may appeal to NESAs. NESAs review will focus on whether the College review properly and correctly considered the matters before it.

Appeals must reach NESAs by the date stipulated in NESAs Timetable of Actions for Schools. NESAs will advise the student and the Head of College of the outcome of any appeal as soon as possible *after* the Higher School Certificate examinations.

If the student makes no appeal to NESAs, all documentation is kept at the College and no further action is taken.

## **RESPONSIBILITIES OF STUDENTS**

Students will be responsible for:

- ensuring that they have read the Assessment Policy thoroughly and that they have abided by its stipulations;
- doing each assessment task to the best of their ability;
- ensuring that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back;
- ensuring that they contact the Head of Academic Quality and relevant Head of Faculty promptly in the case of Illness, Misadventure, Review, Malpractice;

- ensuring that they contact the Head of Academic Support and relevant Head of Faculty with regards to Disability Provisions;
- ensuring that they make up any time lost from lessons through illness, work experience or excursions, and that they get information regarding set work or assessments from missed lessons.
- demonstrating that through effort and achievement they have met all the requirements of the course.

## THE AUSTRALIAN TERTIARY ADMISSION RANK

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities and not NESA. The ATAR calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT. (See the Universities Admissions Centre website at [www.uac.edu.au](http://www.uac.edu.au).)

### Eligibility

- ⇒ To be eligible for an ATAR a student must complete at least 10 units (including at least two units of English) of BOARD Developed Courses for which there are formal examinations conducted by NESA.
- ⇒ The BOARD Developed Courses must include at least three courses of two units or greater and at least four subjects.
- ⇒ From and including the 2006 HSC, an eligible ATAR pattern of study must include at least eight units of Category A courses.

All courses offered at St. Mark's Coptic Orthodox College are Category A. Examples of Category B courses are VET Framework courses and the TAFE Accounting course.

## ATAR CALCULATION

The ATAR is based on an aggregate of scaled marks in 10 units of BOARD Developed courses comprising:

- ⇒ the best two units of English; and
- ⇒ the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.
- ⇒ The ATAR may include units accumulated by a candidate over a total time span of five years.
- ⇒ If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR

## SCHOOL ASSESSMENT FOR THE HSC

In accordance with St. Mark's Coptic Orthodox College Assessment Policy, HSC Assessment must be conducted in a way that is fair and equitable to all students. HSC assessment programmes are written and implemented according to School and NESA guidelines.

NESA requires schools to provide an assessment mark for each student in each BOARD Developed Course and BOARD Endorsed Course. The assessment mark reflects a student's cumulative achievements up to the end of the HSC course. The assessment marks are derived from assessment tasks which are set in accordance with the school-designed assessment programme for each course.

This policy is derived from the “Assessment, Certification and Examination Manual” (ACE Manual) and other NESA Documents. It is to be read in conjunction with the subject manuals and supporting documents which are available on [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

The Principal has the discretion to make rulings in special cases when exceptional circumstances make the procedures of the School Assessment Policy inappropriate. The ACE Manual will also be consulted in areas not covered by this policy.

## PURPOSE OF SCHOOL-BASED HSC ASSESSMENTS

- Assessments submitted by a school for each course are intended to provide a summation of the students’ achievements measured at points throughout the course. Internal school-based assessment counts for 50% of a student’s final HSC mark. The remaining 50% is the HSC examination mark.
- Measuring achievement at points during the course can provide a better indication of student achievement than a single, final examination.
  - It increases the accuracy of the final assessment of each student’s achievement by using multiple measures.
  - It caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. practical or research skills); thus broadening the base of the assessment.
- The assessments submitted by the school will reflect the knowledge and skills objectives of the course and the related outcomes.
- The proportion of marks given to written examinations, practical examinations, practical works and assessments is set out in the Internal Assessment for courses, as listed in the syllabuses.

## COURSE COMPLETION CRITERIA

- A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:
  - **followed** the course developed or endorsed by the Board; and
  - **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - **achieved** some or all of the course outcomes.
- NESA expects students to attempt all assessment tasks set. The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in that course.
- Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.
- If a student is at risk of being given an ‘N’ (Non-completion of course requirements) determination in any course, the student will be warned and the parent or guardian (if the student is under 18 years of age) will be advised in writing. An “N” determination may affect a student’s eligibility for the award of the HSC. Please see the sample warning letter for further details.

# SUMMARY OF THE HSC ASSESSMENT PROCESS

1. HSC Assessment tasks may begin in Term 4 2023 and will cease in Term 3 2024 after the Trial HSC Examinations.
2. Each HSC internal assessment program is designed by the teacher in charge of the course and follows the mandatory components for HSC assessment and the weightings to be attached to those components indicated in the BOARD's syllabus packages.
3. The maximum number of HSC assessment tasks for a 2-unit course is 4.
4. An individual task would not normally be worth less than 10 percent, nor more than 40 percent, of the total weighted mark.
5. Students will receive written advice on each assessment task at least two weeks prior to the scheduled assessment date.
6. If a task does not discriminate adequately, a supplementary task may be set, with due notice given to students. As no task can be discarded, the original and the supplementary tasks will be weighted to arrive at the final mark for the task.
7. Any changes to the assessment programmes will be given in writing to students with at least two weeks' notice.
8. Assessment tasks take precedence over other school events such as excursions and co-curricular activities.
9. When an assessment task is completed, students will receive clear feedback on their performance including:
  - the student's attainment in the task relative to the outcomes.
  - the student's relative position within the school group.
10. The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.
11. The final assessment mark will be based on the marks assigned to the various assessment tasks. This final assessment mark may be reached by the simple aggregation of the assessment task marks or by statistical standardising procedures. Raw scores are used in the calculation of all marks. Rounding off only occurs when calculating the final mark.



# HSC PROCEDURE FOR APPEALS AGAINST ASSESSMENT RANKINGS

After the final HSC examination, a student can view their final assessment ranks for each course via Students Online. If a student feels that their placement in any course is not correct, they should firstly talk to their course teacher and relevant Head of Faculty. If the matter is not resolved, the student may lodge an appeal against their HSC Assessment Ranking with the Head of Teaching and Learning and must do so by the date specified in NESAs Timetable of Actions for Schools.

A College Review Committee will be formed consisting of the Head of College, Deputy Head of College, Head of Teaching & Learning and relevant Head of Faculty. This Review Committee will consider the appeal.

There is no provision for a review of the marks received for individual assessment tasks. Reviews are limited to the assessment process. The only matters that the College will consider are whether or not:

- (a) the weightings specified by the College in its assessment program conform with NESAs requirements as detailed in the relevant syllabus packages;
- (b) the procedures used by the College for determining the final assessment mark conform with the stated assessment program;
- (c) computational or other clerical errors have been made in the determination of the assessment mark.

The College will advise the student and parent or guardian in writing of the outcome of its College review, and will advise NESAs of any changes to assessment rankings.

If a student is dissatisfied with the outcome of the College review, he or she must advise the Head of College that there is a wish to lodge an appeal with NESAs. The Head of Teaching and Learning will arrange and explain to the student the required documentation associated with this appeal. This must be done by the date specified in NESAs Timetable of Actions for Schools. NESAs conducts the review of the student appeal and notifies both the student and Head of College of the decision.

If the student makes no appeal to NESAs, all documentation is kept at the College and no further action is taken.

# RESPONSIBILITIES FOR CURRICULUM

## DEPUTY HEAD OF COLLEGE

## HEAD OF ACADEMIC QUALITY

Coptic Orthodox Studies

English

Mathematics

Science

HSIE

Languages

PDHPE

Technological and Applied Studies

Creative Arts: Visual Arts

Performing Arts: Music

Performing Arts: Drama

Head of Acceleration

Head of Academic Support

## MRS DEBORAH GROHALA

## MRS SHERINE METIRA

Mr Kyrillos Morgan

Mr Michael Apokourastos

Mr Wagdy Michael

Mrs Sherine Metira

Mr Jamie Jacob

Mrs Deborah Grohala

Mr Jason Nestorovski

Mr Zlatko Talevski

Mrs Deborah Grohala

Mrs Hala Ibrahim

Mr. Michael Apokourastos

Mr Wagdy Michael

Ms. Marie Barbaro

# APPENDIX



# INDEPENDENT EVIDENCE OF ILLNESS/MISADVENTURE

For appeals based on illness, this section will normally be completed by a doctor or other health professional. In the case of misadventure, it may be completed by another person, e.g. a police officer, counsellor. **This person should not be related to the student.**

*Evidence such as a Medical Certificate may be attached (stapled) to this page.*

**Attention: Health Professionals, Counsellors, etc.**

For the circumstances of the student's absence to be accurately assessed, the following information is required:

**In case of illness: In the case of misadventure:**

- The date of the onset of the illness, plus any
- The date and time of the occurrence, and additional dates of consultation subsequent events
- A description of the student's symptoms
- A description of the occurrence
- An indication of the duration of the condition
- The likely impact of the condition on the student's test performance

Independent Evidence of Illness or Misadventure	
(Please ensure you have read the instructions above. If this space is insufficient, please attach a separate sheet)	
Student Name:	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please complete this section carefully. You may be contacted if additional information is required.

Name: \_\_\_\_\_ Profession: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## EXTENSION REQUEST FOR ASSESSMENT TASK

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

I hereby apply for an extension in the following Assessment Task. Course:

\_\_\_\_\_

Nature of Task:

\_\_\_\_\_

Due Date: \_\_\_\_\_ Task Name: \_\_\_\_\_

Reason for Extension:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(Documentary evidence from parent / doctor to be attached)*

In applying for this extension, I assure the Head of Faculty that I am not seeking any unfair advantage over the other students in the course.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

-----  
I have noted the above request and have decided

To grant an extension                      New Date for Submission: \_\_\_\_\_  
 Not to grant an

extension Reason:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Class Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head of Faculty's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# ASSESSMENT APPEAL APPLICATION

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Head of Faculty: \_\_\_\_\_

Reason for Appeal:

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Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## Appeal Outcome

I have noted the above and have decided:

To grant this appeal

Not to grant this appeal

Reason:

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Head of Faculty's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## INTENDED APPROVED LEAVE REQUEST: ASSESSMENT VARIATION FORM

**Section 1: To be completed by student(s) from Years 7-12 prior to applying for Approved Leave.**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Leave dates: From \_\_\_\_\_ to \_\_\_\_\_ (inclusive)

**Section 2: Student takes this form to be completed by each Head of Faculty (HoF).**

Faculty	Course	Assessment (Y or N)	Assessment Original Date	Assessment Amended Date	HoF Signature
COS					
English					
Maths					
Science					
HSIE					
PDHPE					
Music					
TAS					
Visual Arts					

*It is the student's responsibility to ensure that all assessments impacted by leave are negotiated and rescheduled in consultation with the HoF. Each HoF at the College must sign off to ensure no assessment is impacted. Following this, the student must obtain signatures from the House Patron and Head of Teaching and Learning, before attaching this completed form to the College's official Approved Leave documentation. Final approval for leave rests with the Head of College. As per the College Assessment Handbook, failure to adhere to this process may result in a mark of zero for each assessment impacted.*

\_\_\_\_\_

House Patron

\_\_\_\_\_

Head of Teaching & Learning



## ASSESSMENT TASK STUDENT EVALUATION

Student:
Subject:
Mark:

Circle the face which best represents your reaction to this result:



Happy



Confused / Not Sure



Disappointed

How did you prepare for this task?

Now that you have received your assessment result, based on the criteria, what specific skills do you need to improve on?

How could you better tailor your study/preparation for the next assessment?

Set ONE goal for you to work towards in preparation for the next assessment:



# A GUIDE TO WRITING BIBLIOGRAPHIES BASED ON THE HARVARD STYLE

## (i) Background:

A Bibliography is a list of resources used in preparing a piece of work.

When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used.

Bibliographical references need to be cited in two different places:

1. Where a document is referred to in the text.
2. In a list at the end of the work which is arranged alphabetically by author then by date. This author/date system of description is referred to as the Harvard System.

## (ii) Citing in the Text:

1. Citing in the text (without direct quote)

At each point in the text which refers to a particular resource, insert the author's surname and publication year. (Initials not necessary unless two authors have same name)

The work of Thompson (1994), Bryant (1998) and Eastman (1986) were all concerned with the importance of consistency in bibliographies and citations.

2. Citing direct quotations

After the quote include the author's surname, publication year followed by page number.  
[One page (p) pages (pp) (full stop)]

As Thompson says, "all direct quotations must be acknowledged" (Thompson, 1994, p. 45).

## (iii) Bibliographical referencing of books (incl. Reference)

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year (in brackets). (full stop)
3. Title of book. (underlined OR italics) (full stop)
4. Publisher, (comma)
5. Place of publication. (full stop)

For a reference book: Title of book. (underlined OR italics) (full stop)  
Year. (in brackets) (full stop) Publisher,  
(comma)  
Place of publication. (full stop)

Dixon, J. (1993). How to be a successful student. Penguin Books, Ringwood.

**(iv) Bibliographical referencing of books (edited)**

Include the following information in this order:

1. Editor's surname, initials. (full stop)
2. (ed.) (in brackets)
3. Year. (in brackets) (full stop)
4. Title of book. (underlined OR italics) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

For an article in an edited book:

Before 1 to 5 add:

- a) Article author's surname, initials. (full stop)
- b) Year. (brackets) (full stop)
- c) Title of article. (full stop)
- d) Followed by In: (underlined) (colon)
- e) Back to number 1 and omit 3

Morgan, J. (ed.) (1993). How to be a successful author. Penguin Books, Ringwood.

**(v) Bibliographical referencing of World Wide Web**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title (underlined OR italics)
4. [Internet]. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)
7. Available from: <URL> [Accessed date].

If there is no author start at Step 3.

If there is no date write n.d. (no date) after the author's name Eg.

Hanson, B. n. d. Central Nepal. (cont. on from step 3.)

If there is no publisher or place of publication skip 5 and 6 and conclude with 7.

Holland, M. (1996). Harvard System [Internet]. Bournemouth University, Poole. Available from: [http://www.bournemouth.ac.uk/service-depts/lis/LIS\\_Pub/harvardsys.html](http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.html) [Accessed 6 May, 1998].

**(vi) Bibliographical referencing of CD-ROMS**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full Stop)
3. Title. (underlined OR italics)(full stop)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication (full stop)

Hawking, S.W. (1994). A brief history of time: an interactive adventure. [CD-ROM]. Crunch Media, N.Y

**(vii) Bibliographical referencing of E-mail**

Include the following information in this order:

1. Sender's surname, initials. (full stop)
2. (Sender's E-mail address), (brackets) (comma)
3. Day, (comma) month, (comma) year. (full stop)
4. Subject of message. (underlined OR italics) (full stop)
5. E-mail to (recipient's email address). (brackets)(full stop)

Lowman, D. ([Deborah@pbsinc.com.au](mailto:Deborah@pbsinc.com.au)), 4 April, 1998. Internet referencing. ([awill@dva.gov.au](mailto:awill@dva.gov.au)).

**(viii) Bibliographical referencing of interviews**

Include the following information in this order.

1. Name of interviewee First initial (full stop) Surname (full stop)
2. Kind of interview (Personal or Telephone) (full stop)
3. Date of interview (full stop)

N. Archer. Personal Interview. October 11, 1998.

**(ix) Bibliographical referencing of Journal articles**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets). (full stop).
3. Title of the article. (full stop)
4. Title of the journal. (underlined OR italics) (full stop)
5. Volume, number, month/session, (comma)
6. Page numbers of the article. (full stop)

Burns, S. (1989). There's more than one way to learn. Australian Wellbeing. No 33, October, pp 42-44.

**(x) Bibliographical referencing of Newspaper Articles**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title of the article. (full stop)
4. Title of the newspaper. (underlined OR italics) (full stop)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)

Popham, B. (1997). Saving the future. Weekend Australian. 7 February, p. 10.

**(xi) Bibliographical referencing of Videos**

Include the following information in this order:

1. Series title. (full stop)
2. Series number. (full stop)
3. Title. (underlined OR italics) (full stop)
4. Year. (in brackets) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)
7. Date of transmission, (comma)
8. Medium: Format. [in square brackets] (full stop)

Fragile Earth. 5. South American Wetland. (1982). BBC, London. 17 October, [video: VHS].

## A GLOSSARY OF KEY TERMS

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 judgment 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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