

# **SMITH'S HILL HIGH SCHOOL**



## **HIGHER SCHOOL CERTIFICATE**

### **ASSESSMENT POLICY AND PROCEDURES**

**2018**

## **PRINCIPAL'S MESSAGE**

This booklet has been prepared by Head Teachers, in consultation with Year 12 teachers, and conforms to the rules and procedures determined by the Board of Studies as published in the *Assessment, Certification and Examination (A.C.E.) Manual*.

The information in the booklet explains the procedures that will be used to prepare the final results for your Higher School Certificate result notice. Your Higher School Certificate will show a list of courses studied and award for each course.

The purpose of this booklet is to set out the ways in which the assessment mark will be calculated from the scores you receive for a number of specified assessment tasks completed during Higher School Certificate Courses.

It is extremely important for you to work consistently during the next three terms and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Year Adviser.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the next three terms.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available for perusal upon request from Head Teachers. A personal copy of each syllabus can be downloaded and printed from the Board of Studies website. [\*\*www.boardofstudies.nsw.edu.au\*\*](http://www.boardofstudies.nsw.edu.au)

I hope that you find Year 12 a challenging and exciting year. On behalf of the staff of Smith's Hill High School, may I wish all students the very best of luck throughout their Higher School Certificate Year.

Mr David Deitz  
**Principal**



## **INTERNAL ASSESSMENT PROCEDURES FOR THE HIGHER SCHOOL CERTIFICATE**

The Higher School Certificate Course uses a standards-referenced approach to assessing and reporting student achievement. In order to satisfy the requirements for the award of the Higher School Certificate each student must achieve an assessment mark in each course based on a range of informal and formal assessment tasks set by the school.

The final mark in each course will reflect the rank order and relative difference between the achievements of students. In a standards-referenced approach this rank order and relative difference will come, not from a simple comparison of students but from student achievement as measured against specified standards of performance. These standards, that the differences are based on, are quite explicit and are incorporated in all syllabus documents.

The final Higher School Certificate mark will be made up of an external examination mark and a school-based assessment mark. To ensure that assessment marks and examinations marks are aligned to the same standard, the school-based assessment marks will be moderated by the Board of Studies using the performance of the school group in the Higher School Certificate examinations.

### **THE PURPOSE OF ASSESSMENTS**

The assessment procedures allows students to demonstrate achievements over a broad range of tasks as well as allowing for a wider range of outcomes to be assessed than may be possible in an external examination.

### **FORMULATING ASSESSMENTS**

Each subject faculty will determine the tasks/activities that will contribute to the final assessment mark. The final assessment mark will be based on several syllabus components from formal and informal assessments including classwork and coursework. The formal components are described in the specific subject information sections of this booklet. The components are weighted by the Board of Studies to reflect their value in terms of syllabus outcomes. Individual assessment tasks will reflect these weightings and will be expressed as a mark.

It is extremely important for students to understand that any Higher School Certificate candidate who does not complete tasks worth more than 50% of the total assessment mark for a particular course, will be classified as not having satisfactorily studied that course.

In these circumstances, the course will not be included on the result notice and it may mean that the candidate will not be eligible for the award of a Higher School Certificate. A candidate must satisfactorily study at least ten (10) units to qualify for the award of a Higher School Certificate.

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) achieved some or all of the course outcomes.

Whilst the Board of Studies does not mandate attendance requirements Principals may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be regarded seriously. Students must have a pattern of attendance, which reflects a

genuine effort in all subject areas.

Students who have not complied with the above requirements may not be regarded as having satisfactorily completed the course. The Principal may then apply the "N" determination in the relevant course(s).

## **REPORTING ASSESSMENTS**

Candidates will be given an assessment rank at regular intervals throughout each course. These rankings will appear on the yearly and half-yearly school reports.

At the end of each Higher School Certificate course, the final assessment mark and school assessment ranking for each course attempted will be sent to the Board of Studies. In accordance with BOSTES policy, candidates will not be informed of the final assessment mark supplied to BOSTES, however, upon request after the final Higher School Certificate examination, a candidate will be informed of their assessment ranking in each course by the school's BOSTES Contact Officer.

## **APPEAL FOR REVIEW OF ASSESSMENT RANKING**

Students can request a review by the school of their Higher School Certificate assessment ranking, if they consider that the school's final order of merit for a particular course is not consistent with their expectations, on the basis of their performance on assessment task throughout the course. An assessment review will focus on the school's procedures for determining the final assessment mark. The marks awarded for individual assessment tasks will not be subject to review as part of this process. This review process must be completed before the end of the school year and the student informed of the outcome of the review.

The student may subsequently appeal to BOSTES but only on the grounds that the review made by the school did not comply with BOSTES requirements.

## **ILLNESS AND MISADVENTURE**

Illness and misadventure applications may be made on the appropriate form with relevant supporting documentation when a student's performance has been significantly impacted by illness and/or misadventure. If possible, marks will be based on substitute tasks, or, in exceptional circumstances, an estimate based on other evidence if the student has a valid reason, such as illness, for not completing that task/activity.

*"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."*

- ACE Manual 8072

*In general, administering a substitute task is preferable to providing an estimate mark.*

Rules concerning illness/misadventure:

- a) Students will be informed prior to sitting a task that if they are ill or are affected by misadventure they should not be doing the task. They should have it rescheduled when they are well, see a doctor that day and submit an Illness/Misadventure form. (Students will sign an attendance slip indicating that are not affected by illness/misadventure at that time).
- b) Students who are ill or affected by misadventure leading up to a task should apply for an extension at least two days prior to the task and complete the task when they are well with adequate preparation. Therefore, students should not be submitting Ill/Misadventure forms for affected preparation.
- c) Students ill or affected by misadventure within the two days leading up to the task should not be completing the task if it is an unseen paper. If it is a task that is to be submitted, the

student should have had adequate preparation leading into submission time. If students have not had adequate time, they should seek an extension with a Misadventure/Illness form completed and submit what they have completed attached to that form.

**All such submissions are to be made within seven days of the task to the Deputy Principal.**

### ***STANDARDS-REFERENCED ASSESSMENT***

Teaching and learning is based on the syllabus. The most important sources for the syllabus standards are the outcomes and content. Performance standards are derived from the outcomes, from explicit statements of student performance and from the professional judgment of teachers. Assessment provides a link between the two. Both syllabus and performance standards must be considered during the programming of the course. The link between syllabus and performance standards is made through school assessment and state wide Higher School Certificate examination. Students undertake Higher School Certificate assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings. Students present for external examinations that reflect syllabus outcomes set by BOSTES. External marking uses standards-referenced marking guidelines developed by examination committees. The minimum standard expected is 50. BOSTES expects most students to get above the minimum, but some may score below 50. Students who score below 50 will not have a description of their course performance but will receive a mark and recognition of the completion of that course.

### ***CONCLUSION***

If you have any questions regarding the assessment procedures, you are welcome to discuss them with your teacher, the Head Teacher or your Year Adviser. Parents who have any queries regarding Higher School Certificate assessments may make an appointment to speak to a member of the school's Executive by telephoning the school on (02) 4229 4266.



## **HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY**

### **INTRODUCTION**

Each student is responsible for completing any assessment task and submitting it on or before the published due date. If the assessment task is a test, each student must undertake the test on the published date. Further, it must be understood that, for the most part, an assessment task is an original and individual effort on the part of the student.

Students should maintain a calendar of assessment tasks for each Higher School Certificate Course. This calendar will assist in planning a study regime to avoid unnecessary overload. Potential conflicts and/or work overload should be brought to the teacher's notice when a date is first set.

A student having difficulty completing any assessment task before the due date should discuss his/her concerns with the appropriate Head Teacher.

Students will be given approximately two weeks notice in writing of the due date for any assessment task. Any change to the due date will also be provided in writing to each student.

### **1.0 LATE SUBMISSION OF AN ASSESSMENT TASK**

When an assessment task is an assignment, each student is responsible for completing the assessment task and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved.

Specifically:

- 1.1 Students are required to submit each assessment task on or before the due date, in the format listed in the notification sheet. Failure to submit in this required format will mean the student will be awarded a mark of zero. If there is a "reasonable" explanation, students will need to submit a Misadventure/Illness form as an appeal against the awarded mark of zero. Computer/printer malfunctions or delays will not be accepted as a reasonable excuse for late submission.
- 1.2 On the due date, each student must hand his/her assessment task to the class teacher (or the appropriate Head Teacher if the teacher is absent) by **8.25 am**. If a student fails to meet this deadline, students will be awarded a mark of zero. If there is a "reasonable" explanation, they will need to submit a Misadventure/Illness form as an appeal against the awarded mark of zero.
  - 1.2.1 If the task is to be done in class, the student must be present from the beginning of the day. Students who fail to attend all classes will be awarded a mark of zero.
- 1.3 In general, late submission of an assessment task will result in zero marks being awarded for that task.
  - 1.3.1 All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, in order to ensure that the student is course complete
- 1.4 In exceptional circumstances, a student may be granted an extension of time without

incurring a penalty. Any student, who anticipates that he/she will not be able to submit an assessment task on the due date, may seek to negotiate an extension of time with the appropriate Head Teacher. An application for an extension of time must be made in writing and countersigned by a parent.

The Head Teacher will only grant an extension of time if:

- The student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- The extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

- 1.5 Students are not to assume the extension of time will be granted. If the Head Teacher has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- The reason offered is deemed unacceptable.
- No reason is offered.
- The student did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.

## **2.0 MISSED ASSESSMENT TASKS**

When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student should be present at the published time. In exceptional circumstances, a student may be given special consideration if he/she is unable to complete that task at this time.

- 2.1 If a student knows it is inevitable that he/she will miss an assessment task, or has missed an assessment task, he/she should contact the Head Teacher responsible for the course immediately the fact is known.
- 2.2 Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate Head Teacher of this matter prior to the published date.
- 2.3 If unforeseen circumstances, such as a serious illness, injury or emotional trauma, prevents a student from submitting a task by the due date, the student is notify the Head Teacher supervising the course immediately.
- 2.3.1 As soon as the student is fit to return to school, written evidence such as a medical certificate must be provided to the Head Teacher. The Head Teacher, in consultation with the class teacher, will determine if the reason is acceptable. The Head Teacher has the prerogative to authorise either an extension of time for the original task or an alternative task to be completed. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments.)
- 2.4 If a Head Teacher deems that the reason offered by a student for missing an assessment task is unacceptable, the student will be awarded zero marks for the task.

- 2.5 Each Head Teacher will notify a student's parent, in writing, that the student has missed the assessment task. This notification will be in the form of 'N' award letters. Copies of all such letters will be retained as part of faculty records.

### **3.0 CHEATING AND PLAGIARISING:**

In general, students will be expected to produce individual and original work as an assessment task. Head Teachers will determine the penalty to be imposed in cases where cheating or plagiarism is detected.

- 3.1 Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 3.2 Deliberately breaking the rules under which the assessment task is to be completed will also incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 3.3 Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task.
- 3.4 If a student is suspected of plagiarism, it will be the responsibility of the student to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher, the original penalty will stand.
- 3.5 Students are not to be in possession of a mobile phone during an assessment task. No mobile phone is to be brought into a classroom or examination centre during an assessment task.





# Smith's Hill High School

Truth Service Honour

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## HSC COURSE ASSESSMENTS LATE

### SUBMISSION OF ASSESSMENT TASKS

The Board of Studies makes provision for schools to penalise students who submit assessment tasks after the due date.

It is the policy of this school that tasks submitted late be awarded 0% for cumulative assessment mark purposes. The only exception is if the student has a reason for late submission which is acceptable to the faculty Head Teacher. The responsibility for the submission of assessment tasks on the due date rests with the student. Consequently, if a student knows in advance that he/she will be absent on the due date, it is the responsibility of the student to submit the task at an earlier date. Once submitted late assessment tasks will be marked and recorded as completed so that an 'N' award warning will not need to be sent.

If an assessment task is not submitted at all, the student will be issued with an N-award warning.

The only acceptable reasons for the late submission of tasks without penalty are genuine illness and matters of urgency which necessitate the student being absent. In either case, the faculty Head Teacher must be assured that the task could not have been submitted on time by means which are reasonable, other than the student handing in the task personally. It is the responsibility of the student/parent to convince the faculty Head Teacher that no means were available to submit the task on the due date. It is felt that such cases would be very few.

If you wish to make application for consideration for exemption from penalty on late submission of an assessment task, you should complete the application on the reverse side of this sheet.

David Deitz

PRINCIPAL



## Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations/meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition/symptoms could affect their examination performance.  
(If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

Any other comments or information which may assist in the assessment of the student's appeal.  
(If there is not enough space, please attach additional sheet(s).)

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or other health professional providing this information: \_\_\_\_\_

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

Place of work/organisation: \_\_\_\_\_

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

Contact phone: \_\_\_\_\_

Signed: \_\_\_\_\_

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

## Independent evidence of misadventure: to be completed by a relevant person such as a police officer

Date of misadventure event: \_\_\_\_\_

Were you a witness to the event? Yes / No \_\_\_\_\_

If No how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? Yes / No If Yes, nature of relationship: \_\_\_\_\_

Description of event: \_\_\_\_\_

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

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

Place of work/organisation: \_\_\_\_\_

Address \_\_\_\_\_

Contact phone: \_\_\_\_\_

Signed: \_\_\_\_\_

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

**HSC –Year 12 Course      Return to Head Teacher**

### School Use Only

Approved

Not Approved

Head Teacher \_\_\_\_\_ Date \_\_\_\_\_



## Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations/meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition/symptoms could affect their examination performance.  
(If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

Any other comments or information which may assist in the assessment of the student's appeal.  
(If there is not enough space, please attach additional sheet(s).)

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or other health professional providing this information: \_\_\_\_\_

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

Place of work/organisation: \_\_\_\_\_

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

Contact phone: \_\_\_\_\_

Signed: \_\_\_\_\_

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

## Independent evidence of misadventure: to be completed by a relevant person such as a police officer

Date of misadventure event: \_\_\_\_\_

Were you a witness to the event? Yes / No \_\_\_\_\_

If No how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? Yes / No If Yes, nature of relationship: \_\_\_\_\_

Description of event: \_\_\_\_\_

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

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

Place of work/organisation: \_\_\_\_\_

Address \_\_\_\_\_

Contact phone: \_\_\_\_\_

Signed: \_\_\_\_\_

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

**HSC Course      Return to Head Teacher**

### School Use Only

Approved

Not Approved

Head Teacher \_\_\_\_\_ Date \_\_\_\_\_



# ILLNESS – MISADVENTURE APPEAL FORM

Illness-Misadventure appeal procedures at Smith's Hill High School are based on BOSTES rules. Illness-Misadventure appeals can apply to all types of assessment tasks used to calculate the School-based Assessment mark and rank. Students who become ill or suffer a misadventure (eg. accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal.

Students must complete this form if they:

- are absent on the day of an exam or assessment task or partially the day of an exam or assessment task
- believe illness-misadventure affected performance in an exam or task
- are seeking an extension of the due date for a task

Submit the form to:

- **Exams:** the Deputy Principal in charge of the exams.
- **Assessment Tasks:** the Head Teacher of the faculty responsible for the course

<b>Student Name</b>		Year <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
<b>Exam or Task</b>	<b>Date of Task</b>	<b>Exam or Task</b>	<b>Date of Task</b>
<p>This <b>appeal is to request:</b></p> <p><input type="checkbox"/> Reschedule Examination(s) or Task(s)</p> <p><input type="checkbox"/> An extension of the due date for the task</p> <p><input type="checkbox"/> Consideration in marking/ranking process</p> <p><b>Student Statement</b> [State the reason for Illness-Misadventure Appeal with <i>specific information</i> about how your performance was or may be affected.]</p>			
<b>Student signature:</b>		<b>Date this form submitted:</b>	
<b>Deputy Principal/Head Teacher Decision</b>			
<input type="checkbox"/> Appeal upheld		<input type="checkbox"/> Appeal denied	
<input type="checkbox"/> Task Rescheduled to: .....		<input type="checkbox"/> Extension of due date to: .....	
<input type="checkbox"/> Consideration in the marking / ranking process		<input type="checkbox"/> Estimate	
<b>Comment / Conditions:</b>			
Signature:		Date:	
<input type="checkbox"/> <b>Appeal to Principal requested</b> Student Signature ..... Date: .....			
Principals Decision:			
Signature		Date	

This section of the form is for students to provide independent evidence of illness-misadventure. It is not sufficient for a medical practitioner to simply state that the student was unwell or “unfit for school”. The evidence must state specifically how the illness or misadventure might affect performance in the exam or task. If your illness-misadventure appeal does not “fit into” the boxes below please attach other evidence or contact the DP or HT to discuss the matter.

The illness-misadventure process is designed to support individual students to achieve results that accurately reflect their ability and effort. The process must also ensure the integrity of school-based assessment for all students in each course. Accordingly, students must be aware that **this is an appeal form and there is no guarantee that the appeal will be upheld.**

Unlike the BOS illness-misadventure process for the HSC examination the school-based process does take into consideration the impact of illness-misadventure on student preparation for assessment tasks or examinations.

### Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition:		
Date of onset of illness:		
Date(s) and time(s) of all consultations/meetings relating to this illness:		
Please describe how the student's condition/symptoms could affect their examination performance. <i>(If the student was <b>unable to attend</b> an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</i>		
Any other comments or information which may assist in the assessment of the student's appeal. <i>(If there is not enough space, please attach additional sheet(s).)</i>		
Please note that any fee for providing this report is the responsibility of the student.		
Name of doctor or other health professional providing this information:		
Profession:	Place of work/organisation:	
Address:		
Contact phone:	Signed:	Date:

### Independent evidence of misadventure: to be completed by a relevant person such as a police officer

Date of misadventure event:		
Were you a witness to the event? Yes / No		
If No how did you obtain the evidence you are providing?		
Are you known to the student? Yes / No If Yes, nature of relationship:		
Description of event:		
Name :		
Profession:	Place of work/organisation:	
Address		
Contact phone:	Signed:	Date:

