

Stage 6 Assessment Policy

(Amended April 2020 in response to
Covid19)

2020



St John Bosco
College
ENGADINE



A school that prepares for life

ASSESSMENT INFORMATION AND PROCEDURES

1. Why have a School HSC Course Assessment Policy?

- a. The School HSC Assessment Policy, which is contained in this Handbook, has been designed so that no student can be unfairly advantaged or disadvantaged by the College's system of assessment for the Higher School Certificate. Assessment at St John Bosco College encourages progressive development of skills and knowledge while ensuring:
 - consistency across subjects and courses;
 - fairness in marking and reporting;
 - coordination of the assessment program to ease the load on students.
- b. The College Assessment Policy reflects the concern of the community with justice and the dignity of each person.

2. What is Assessment?

- a. It is a process of gathering information about your achievement at various stages in the HSC course. The final assessment mark in a subject is intended to reflect your achievement relative to that of your peers at the end of the course.
- b. The variety of tasks set assesses a wide range of syllabus objectives and outcomes. Many tasks are in assignment form; others are in examination form.
- c. Details of each assessment task, relating to the nature of the task, will be given to you at least two calendar weeks before the task is due.
- d. Preparing yourself for all aspects of an assessment task is **YOUR** responsibility and part of the learning process. When you return to school after an absence, be sure to check with your teachers to see whether an assessment task was handed out.

3. What is Standards-Referenced Assessment?

A standards-referenced approach to assessment and reporting means that the achievements of a student are assessed and reported against specific standards that are established for each course.

In the Higher School Certificate these standards are:

- the knowledge, skills and understanding expected to be learned by students as a result of studying the course – the syllabus standards.
- the levels of achievement of the knowledge, skills and understanding (reporting in six bands) – the performance standards.

Together, they specify what is to be learned and how well it is to be achieved.

4. How do I submit an Assessment Task?

All tasks, including drafts, must be **completed in your Google Drive Subject folder** that is shared with your teacher (unless stated on the assessment notification). Your class teacher will access your **drafts and final submitted assessment through your Google Drive Subject folder** (unless stated on the assessment notification). Students should also email the class teacher their final submitted assessment, as a backup. **All assessments will be due by 9am of the advertised date** on the assessment notification.

It is **your responsibility** to submit an assessment task on time and have your drafts and assessment task in your Google Drive Subject folder (unless stated on the assessment notification).

5. What happens if my assessment task is impacted by sickness or another emergency?

- a. In all such cases an email to your **class teacher** and the **relevant KLA Coordinator** is necessary.
- b. If it is not possible to submit a completed assessment task online on the set date because of Illness/Misadventure, the **class teacher** and appropriate **KLA Coordinator must be notified by email as soon as possible leading up to and on the due date**, together with completing an [illness/misadventure form](#). Evidence will need to be submitted to support the application eg parent letter, doctor's certificate, documentation from hospital. If you can provide other documentation to support your application, please submit with your Illness/Misadventure application.
- c. If the Illness/Misadventure application is considered an acceptable reason for not submitting a task by the due date and time, the classroom teacher will locate your draft in your Google Drive Subject folder and use this for submission taking into consideration the impact of your Illness/Misadventure has had on completing this task.
- d. Applications for Illness/Misadventure will only be considered on the due date or before the due date.

6. What happens if I do not have an acceptable reason for late submission ?

- a. For any late submission of an assessment task **without an acceptable reason** (in the form of the documents already mentioned, such as an [illness/misadventure form](#)) you will receive a mark of **zero**.
- b. You are reminded that **you are expected to submit all assessment tasks**, even in cases where the mark recorded will be zero. Consistent failure to submit assessment tasks could result in failure to satisfy NESA requirements and a subsequent 'N' determination for the subject/s.

Students must undertake tasks worth greater than 50% of the available marks. Failure to do so in any course will result in neither assessment nor examination marks being awarded for that course and an 'N' Determination from NESAs.

- c. Any form of **dishonesty** in completing an assessment task, such as plagiarising (using other people's work without acknowledgement) will result in a zero mark. Seeking to gain an unfair advantage in any way is dishonesty. (See *Academic Integrity Policy*)

7. What happens if I experience technological failure?

Students must protect themselves against technological failure. Technological failure may result in a mark of **zero**.

Students should be aware that computer equipment failure would not normally be accepted as an excuse for failure to submit assessment tasks on time.

An extension due to **misadventure** pertaining to failure of electronic technology will only be entertained if a student can provide adequate physical evidence of a task - that is, a draft in Google Drive Subject folder or materials of a similar level, and will require the approval of the **KLA Coordinator**.

Students are encouraged to:

- a. Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- b. Use Google Drive to ensure that your documents are automatically saved and can be accessed from any device.
- c. Backup their files at home regularly (especially files of assessment tasks)
- d. Print out copies of your drafts and keep them while the assignment is in progress – not only to continue to work on, but to provide evidence in the event of a catastrophe. (printed copies can then be easily scanned, re typed, or submitted as evidence of your progress)
- e. Take the following precautions:
 - o Make a second copy of assessment tasks or other important files
 - o Take appropriate care of your laptop
 - o Ensure that Windows Updates and Virus Protection is up-to-date, and use virus protection software on your home computer
 - o Keep your data safe by ensuring that your password is kept secure
 - o Notify your class teacher and KLA Coordinator immediately if problems occur

8. NSW Educational Standards Authority – Register of Malpractice

All instances of proven academic misconduct or malpractice in HSC assessment tasks or exams must be entered into the NESA - 'Register of Malpractice'.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination
- Using the words, ideas, designs or workmanship of others without acknowledgement
- Copying from another student
- Paying someone to write or prepare an assessment task

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Where the school applies a penalty for a frivolous or offensive response, the issue should be recorded on the malpractice register.

9. What am I told about my assessment marks?

- a. For each assessment task, you are given a mark.
- b. Your mark for any task is confidential. It is not given to other students.
- c. You are provided with your **rank** for each task. Your overall (cumulative) rank in a subject is available at any time upon request. Your cumulative rank is included in your school reports.

10. Can I appeal against my final rank in a subject?

These are the grounds on which you may request a school review of **rank** in a subject:

- (i) The weighting specified by the school in its assessment program did not conform to the Board requirements as specified in the Subject Manual(s).
- (ii) The procedures used by the school in determining the final assessment mark did not conform to the stated assessment program.
- (iii) There was a clerical error or error of computation made in calculating the total assessment mark.

11. How do I appeal against my final rank?

Appeals are directed, in writing, to a Review Committee. This consists of:

- The Assistant Principal
- Learning and Curriculum Coordinator
- A Subject Coordinator from a different subject; not the teacher responsible for the original assessment.

12. What happens if an assessment task is deemed invalid or unreliable?

Invalid or unreliable results may be produced where an assessment task does not function as required, or where there are problems in the administration of the task. In such situations the KLA Coordinator should be notified. An investigation will be undertaken by the Learning and Curriculum Coordinator and the KLA Coordinator involved.

The KLA coordinator, in consultation with the Learning and Curriculum Coordinator, will ascertain the reasons for the unreliable or invalid result and implement one or more of the following processes as appropriate:

- communicate with any students affected.
- develop, with the appropriate teachers, an alternate task supplied for the whole or part of the original.
- adjust marks to discount the invalid part of the test.
- other actions, as determined by the KLA Coordinator in consultation with the Learning and Curriculum Coordinator.

13. What Disability Provisions are available?

a. Disability Provisions Policy (ACE 10001)

Disability Provisions are concessions made by NESAs in the conditions under which certain students who suffer from a disability sit for exams and assessment tasks. The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require NESAs to ensure that students with a disability are able to access and respond to an examination. 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. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

- b. In accordance with the guidelines laid down by NESAs, students who have documentation to support their eligibility are assisted to apply for Disabilities Provisions for external examination and internal assessment tasks. These applications are submitted to NESAs where a determination is made as to whether to grant disability provisions to the particular student or not. A right of appeal to NESAs is available to those students whose applications are unsuccessful.
- c. Disability Provisions can apply to internal assessment, so an early determination of the needs and status of the students is advantageous. Therefore, it is essential that parents provide adequate documentation as early as possible.

14. How are Competency-Based Assessment and Standards-Referenced Assessment applied to the Industry Curriculum Frameworks?

All students undertaking an industry curriculum framework will undergo competency-based assessment. This process of assessment will be for the purposes of awarding a VET qualification and credit towards a qualification under the Australian Qualifications Framework and for the award of the Higher School Certificate.

Students who wish to include their industry curriculum framework courses in the calculation of the Australian Tertiary Admissions Rank (ATAR) must:

- complete a 240 hour course; and
- undertake a two hour external written examination.

Only one 240 hour VET course may contribute to the student's ATAR. Student achievement in the external examination will be reported against a performance scale.

NESA's Requirements

NESA requirements for the HSC general courses and HSC VET courses are outlined below:

HSC General Courses

For each course there are two assessment components: Internal Assessment and External Assessment.

HSC VET – Industry Curriculum Framework Courses

For all courses in the industry curriculum frameworks there is internal assessment. This assessment is competency-based. An assessment mark is not required to be submitted to NESA. NESA requires a list of units of competency achieved to be submitted.

- For 240 hour courses there are two assessment components:
 - Internal assessment competency-based assessment
 - External written examination (optional)

ACADEMIC INTEGRITY POLICY

Rationale

Inculcating strong values and ideals in each student and enabling them to grow as good Christians and honest citizens is fundamental to the evangelising mission of St John Bosco College. This emphasis on developing integrity, which encompasses honesty, truthfulness, responsibility and reliability, permeates all aspects of College life, including academic pursuits. The accuracy, reliability and validity of assessment and reporting practices relies upon students conducting themselves in an ethical manner in demonstrating their own academic ability.

Definitions

Academic Integrity is a term used to describe honest and ethical behaviour in relation to academic work (student homework, assessments, performance tasks and conduct in exams or in-class tasks).

Academic misconduct is a term used to describe any act by a student that fails to meet the accepted standards of academic integrity. This includes any unfair advantage gained by a student, eg, a student who arrives late before an assessment task without reason, who is absent the day before an assessment task to prepare for that task.

Plagiarism is presenting someone else's words, ideas, thoughts, opinions, data or images as one's own. Plagiarism includes:

- copying, summarising or paraphrasing material from any source without acknowledgment;
- using another's ideas without acknowledgment;
- working jointly with others and then presenting it as your own;
- submitting work that has been done in whole or part by another student;
- other actions that may contradict the principles of academic integrity.

Principles

At St John Bosco College we believe that:

1. students have an obligation to be honest, truthful and just when undertaking academic activities,
2. ethical conduct contributes to creating and sustaining a climate of fairness and equity amongst all students,
3. academic integrity enhances the authenticity, reliability and validity of assessment tasks, thus allowing a more accurate assessment of a student's achievement in relation to a set of standards referenced criteria,
4. a culture of academic integrity is fostered and promoted when it is:
 - a. viewed from a whole school perspective,
 - b. accepted as the responsibility of all teachers, students and administrative personnel,
 - c. explicitly addressed, taught, modelled, discussed and reinforced,
 - d. supported by clear expectations of students and common practices adopted throughout the whole school,
5. academic misconduct is a serious matter and that there should be appropriate guidelines to deal with allegations of academic misconduct.

Responsibilities of students

1. Encourage and support academic integrity as a characteristic of a holistic person.
2. Do your own work and make every effort to prevent the occurrence of academic misconduct.
3. Set an example for other students by modelling good academic conduct and integrity.
4. Refrain from assisting other students in any attempts to violate the academic integrity policy.
5. Consider ways to minimise acts or intentions of academic misconduct.

YEAR 11 - 12 ASSESSMENT PROCEDURES GUIDE

Year Group	Problem and <i>Penalty</i>	Documentation to avoid penalty
11-12	Late completion of a task <i>With no completed illness/misadventure form</i> = ZERO MARK	College Illness/Misadventure Form
11-12	Non completion of a task <i>no leniency for lateness</i> <i>OR Academic Misconduct</i> = ZERO MARK	
11-12	Application for Illness/Misadventure	College Illness/Misadventure Form

HSC Examination or Task Appeals Due to Illness or Misadventure *Information Guide for Students*

The Appeal program assists students who consider that their performance in an examination or task has been affected by illness or misadventure immediately before or during the examination or task.

Limitations on Appeals

In accordance with NESAs, the College is limited to the conduct and presentation of the examinations or task so students may only make an appeal to the College in relation to circumstances that occur immediately before or during an examination or task, and that affect their performance in the examination or task.

You cannot submit an appeal on the basis of:

- Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- Alleged deficiencies in teaching; for example, extended teacher absences
- Loss of study time or facilities during Year 12
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or task
- The same grounds for which you received special provisions, unless you experience additional difficulties during the examination or task
- Misreading the examination timetable. If you miss an examination, or arrive late to an examination because you misread the timetable, contact the College immediately
- Misreading examination or task instructions
- Failure to enter for the examination in the correct course
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

Attendance at Examinations

You should attend every examination or task if at all possible. Do not miss an examination or task just because you do not feel able to do your best. The Illness/Misadventure Appeal provisions are designed to support students who perform below expectations because of illness or misadventure. If you do not attend an examination or task session and your Illness/Misadventure Appeal is unsuccessful, you will not receive a result in that course for that examination or task.

The College does not expect you to attend an examination or task against specific medical advice. If you cannot attend an examination or task because of illness or misadventure, you must notify the

College immediately.

If you are suffering from illness or misadventure, but are still able to attend the examination, notify the examination supervisor when you enter the examination room. If the illness or misadventure occurs during the examination notify the examination supervisor at once. Do this at every examination session in which you consider your performance may be affected.

Evidence of Your Illness or Misadventure

It is important to provide independent evidence with your appeal. The documentation you provide must be current, specific to the date and time of the examination or task, and submitted with the appeal form.

You should seek independent evidence on the same day, either immediately before or after each examination or task for which you are appealing.

In the case of illness documentation from a doctor or other health professional must be provided. The documentation should outline the nature, effects and implications of your illness for your examination or task presentation. Note: a medical certificate that merely states that you were unfit for work or study is NOT acceptable.

In the case of misadventure, a statement in writing from a police officer, counsellor or other appropriate professional person should outline the nature, effects and implications of your misadventure on your examination or task presentation. Evidence such as; a death certificate, funeral notice or motor accident report would be required where appropriate.

Completing the Appeal Form

All appeals must be submitted on the College Appeals Form. No section of the appeal form should be completed before the relevant examination or task has been conducted.

It is your right and responsibility to submit an Illness/Misadventure Appeal whenever necessary and submit it to the Learning and Curriculum Coordinator.

The closing date for appeals relating to assessments is up to 2 school days after your assessment task is returned.

The College's Appeal Process

The College Illness/Misadventure Appeals Panel (College Leadership Team) considers and makes a recommendation on each appeal on the basis of:

- NESA's guidelines and process for appeals in relation to the HSC, and
- The evidence presented in your Illness/Misadventure Appeal.

You will be notified of the outcome of your appeal on the same day as you receive your final Semester 2 report.

If you have any questions about the Illness/Misadventure Appeal Process, please call the Learning & Curriculum Coordinator on 9548 4000.