



# **Assessment Handbook & Guidelines Year 12**

February 2024

# Purpose

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This Policy Outlines Assessment Guidelines at Minarah College (MINARAH). This Policy explains the processes put in place to ensure the correct delivery of assessments and to provide a secure environment with robust systems to ensure the correct delivery of assessments for Year 12 students.

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## Positioning within Minarah operational model

Component	Element
<input type="checkbox"/> Strategic Leadership and Planning	
<input type="checkbox"/> Monitoring, Reporting and Data	
<input checked="" type="checkbox"/> Governance and Accountabilities	
<input checked="" type="checkbox"/> Teaching and Learning	
<input type="checkbox"/> Culture, Ethos and Wellbeing	
<input type="checkbox"/> Curriculum and Assessment	
<input type="checkbox"/> Pathways and Enrichment	
<input type="checkbox"/> Parents and Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

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## 1.0 Introduction

Assessment is the process of identifying, gathering, and interpreting information about student achievement. The assessment provides information on student achievement and progress and sets the direction for ongoing teaching and learning. Assessment relates to the student's overall achievement in the HSC course.

- Students doing HSC courses usually complete their studies in Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. This booklet gives you information on how you will be assessed. You should read this booklet with the more detailed assessment task descriptions your subject teachers will give you during the year. You should also read the syllabus of any courses that you are studying for the HSC.
- As a senior student, personal organisation is essential to be successful at the Higher School Certificate. The school diary provided for you will assist with this, as it contains information on Time Management, Personal Well-being, Research Skills, and Study Techniques.
- At the beginning of Term 4 each year, the Principal/s is required to certify to the NSW Education Standards Authority (NESA), that students have satisfactorily completed HSC courses. The Principal/s makes this determination based on a number of factors, including how well or poorly a student has achieved the outcomes described in the course syllabus.
- For each course that you study, your teachers will submit a mark to NESA. The mark will be out of 50 for each 1-unit course, and out of 100 for each 2-unit course. The mark and ranking that you receive makes up your Internal Assessment. The Internal Assessment makes up 50% of your mark in each HSC course. The Internal Assessment, including your mark and rank in the course is not an indicator of your possible HSC performance.
- The formal HSC examination that you will sit in 2019 provides the External Assessment component of your final HSC mark. The External Assessment component makes up 50% of your mark for each HSC subject/course.
- NESA will moderate (adjust) your Internal Assessment mark based on your results in the HSC exams. The process that NESA uses allows them to rank the marks for all students across NSW who have completed a particular course. It is in your best interest to prepare all of your tests, both internal and external, to the best of your ability.
- **Special Provisions** - NESA makes available special considerations for students who may have circumstances that impact their ability to successfully complete assessment procedures. Through an application, which must be supported by appropriate documentation supporting your claim, the school

and NESAs will consider whether Special Provisions are granted and the nature of the consideration that will be allowed to the student  
e.g. extra time for breaks.

- This booklet, your course syllabus and the detailed assessment task descriptions that you get before each assessment, will help you prepare for your assessments to the best of your ability.

## Requirements for the HSC

To be eligible for the award of the HSC, students must have satisfactorily completed courses that meet the prerequisites of the Board of Studies.

To qualify, students must satisfactorily complete the HSC requirements comprising at least 10 units. The pattern of study must include:

### HSC course pattern must include:

- at least 6 units of Board developed courses
- at least 2 Units of a Board Developed Course in English
- at least three courses of 2 units value or (greater); and
- at least four subjects

You may not count more than six units of Science courses towards the minimum 10 HSC units required. Students must also:

- Complete the oral, practical, or project works required for specific courses
- Satisfactorily complete the internal assessment requirements for each course
- Sit for and make a serious attempt at the HSC examinations

Board Developed Courses are courses developed by the NSW Education Standards Authority.

A syllabus is available for each of these courses online. Schools must use the current syllabus for any Board Developed Preliminary or HSC course they teach. A student's ATAR (Australian Tertiary Assessment Ranking) is a rank which is based on an aggregate of scaled marks in 10 units of Board Developed courses.

## Satisfactory Completion of a Course

Principal/s are required to certify that students have satisfactorily completed Preliminary courses. The Board of Studies does not require schools to submit assessments for students completing Preliminary courses. The Preliminary course completion criteria are:

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; and
- c) achieved some or all of the course outcomes.
- d) all assessments are compulsory, and students must complete the assessment tasks in order to achieve the course outcomes. Failure to do this, the student will be deemed not to have completed the course.

## **Attendance Requirement**

The Principal/s will determine an appropriate level of attendance, which will allow each student to achieve the outcomes of each course being studied. Exceptions may be made in the case of severe illness or similar situations (in consultation with the Principal/s)

The Principal/s may determine that, as a result of absence, course completion criteria have not been met.

Any student who risks failing the HSC Course due to absence will be given early warnings in the form of a 'formal caution letter'.

It is the responsibility of any student whose attendance is called into question to prove that they are meeting all the requirements for their course.

### **A Non-Serious Student**

Students who do not apply themselves with due diligence and sustained effort are deemed to be non-serious. These students may be asked to find an alternate school.

A non-serious student is one who is found to be unsatisfactory in any of the following areas:

- poor attendance
- poor application to study
- poor achievement of course outcomes

The school will provide a formal warning to a student who is in danger of expulsion.

### 1.3 Outcomes, Assessment Components, Weightings and Tasks

The Department of Education (DoE) and the NSW Education Standards Authority (NESA) have a number of technical terms that you should be aware of. The terms Syllabus, Outcomes, Assessment Components, Weightings, and Tasks are technical terms that you should understand.

- Each course has a SYLLABUS that sets out the contents of the course. The syllabus is used by teachers to prepare their teaching lessons. It is essential that you have the syllabus of each course that you study. All NSW syllabi are available on the Internet at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). In the front of each course syllabus are the OUTCOMES that should be achieved by students studying the course. The outcomes describe skills and knowledge that a student should be able to demonstrate once the course has been completed.

Towards the end of each syllabus is a section describing what will be assessed in the course. This section shows what will be assessed, the assessment COMPONENTS, and how much weight will be given to the component, the WEIGHTINGS. Weightings are expressed as percentages of the total assessment program.

- The syllabus does not give you the details of the actual ASSESSMENT TASKS that you complete during your HSC year. Assessment tasks are developed by your teachers and are used to assess how well students have achieved the course outcomes. Assessment tasks are designed using the outcomes and weightings from the syllabus. The tasks take place as you study the course and assess all outcomes other than those related to attitudes and values. Most subjects have a maximum of 5 tasks. The actual form of the assessment task will vary from subject to subject. You may have tests, projects, presentations or reports to prepare. Before each assessment task, you will receive a **notification at least 2 weeks** before the task is due. This should include a description of the task. The descriptions will vary from subject to subject but you will find such information as what needs to be done, deadlines, format of the test, length of required answers and how the task will be marked. This booklet explains how many ASSESSMENT TASKS you will have for the HSC courses and the mark that each task will contribute to your internal assessment. HSC assessment tasks will:
  - help you learn, expand your knowledge, and encourage you to challenge yourself to show how much you have learned and where you need to improve
  - demonstrate that you have satisfactorily completed a course and contribute to your final HSC mark.
  - allow you to show what you know, understand, and can do in ways that cannot always be demonstrated in a written examination.

## Advice to Students

Higher School Certificate assessment tasks such as independent research projects and major works are likely to be the most challenging learning you will undertake during your time at Minarah College.

There is a very important booklet that you should read called '**Rules and Procedures for Higher School Certificate Candidates**'. NESA publishes this booklet, and it is on the NESA (BOS) website.

Minarah College follows NESA Rules and Procedures, and a summary follows.

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## 2.0 Assessment Procedures

### 2.1 Assessment Task Notification

At least 2 weeks prior to an assessment task, students will be provided with a written assessment notice containing information on the nature of the task and the outcomes to be assessed.

### 2.2 Attendance during assessment tasks

When an assessment task is during class time, students must attend school for all lessons on that day. (i.e.: a student cannot miss lessons to prepare for their assessment task).

For a student who does miss lessons **on the day prior** to an assessment task, the following will apply:

1. If the student submits an **Explanation of Absence from an Assessment Task Form** and a satisfactory reason is given (e.g. doctor certificate for illness), the Head Teacher will decide whether the actual task will be sat or an alternative task is set.
2. If the student fails to submit an **Explanation of Absence from an Assessment Task Form** or the supporting documentation to the Head Teacher, a zero mark will be awarded for that task.

When an assessment task takes the form of research or a practical, which is to be completed at home and submitted on or before a set date, it must be submitted to the relevant teacher by 3.20pm on the due date.

### 2.3 Illness or Misadventure

Students who are absent from school on the day of an assessment task or the day a hand-in task is due, must complete the **Explanation of Absence from an Assessment Task Form** (page 16) and supply acceptable documentation (e.g.: Doctors Certificate for illness).

This form must be presented to the relevant Head of Department on the **first day back at school**. The Head of Department will decide whether to set an alternative task or in exceptional circumstances to give an estimate. If no satisfactory reason is given, the student will receive a zero mark and an N-award NESA warning letter will be sent home notifying your parent(s) or Carer(s).

### 2.4 Appeals Procedures

If a student feels there is a problem with the marking or administration of an assessment task, computation of a result, or data entry error, he or she should discuss the matter with his or her classteacher, and if there are still concerns discuss this with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal of Teaching and Learning. If the matter still remains unresolved, please contact the Principal/s. The Principal/s may then form a committee to review the complaint.

A summary of student rights and responsibilities in HSC assessment. Students have the **right** to:

- be informed of the assessment policies of your school and NESA.
- receive clear guidelines relating to the requirements of each assessment task including a minimum of 2 weeks written notification on all assessment tasks (incl. formal examinations)

- be told in advance of the due date for each assessment task with a minimum 2-week notification.
- calmly discuss any concerns regarding the marking of the task on return of the task.

Students have the **responsibility** to:

- ensure that **all work is their own** and avoid behaviour that could be considered malpractice/cheating, including plagiarism.
- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on time or talk to your teacher about what is required if they can't meet a deadline.
- follow up on any concerns they have with tasks at the time they are marked and returned.

### 3.0 Ethical Practice

*It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do your work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing the HSC.*

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage

Here are some examples of behaviour considered to be cheating:

Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own. using material directly from books, journals, CDs or the internet without acknowledging the source.

producing work that has been memorised and 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.

Minarah College and NESAs treat cheating in all assessment tasks including written examinations and practical works very seriously.

Depending on the circumstances of the case, one or more of the following may apply:

Zero marks may be awarded for part or all of the assessment.

You may be required to have an interview with the assessment and reporting panel at school and/or NESAs, along with your name being added to the NESAs Register for cheating. you may lose the award of the HSC in one or more courses. You may damage your ability to apply for entry to TAFE or university courses or scholarships.

Students cannot be enrolled or registered on the NESAs database unless they have successfully completed **HSC: All My Own Work** program, that is, you will not be eligible for the award of the Preliminary HSC nor the HSC.

over others. Most students understand what cheating in all assessment tasks and

examination means, but there are other types of behaviour that are also considered cheating.

At Minarah College, all students will complete the '*All My Own Work*' requirement in Year 10, prior to the commencement of the Preliminary Course in Year 11. New students arriving during Year 11, who have not completed All My Own Work, will be required to do so as soon as possible. See the Deputy Principal to organise this.

### 3.1 All My Own Work

All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others ***How will students be certified for satisfactory completion of the program?***

Completion of the All My Own Work program will be certified on the HSC *Confirmation of Entry*

- *Principal's Certification* form that Principal/s sign and submit in conjunction with the confirmed HSC entries from their school.

The criteria for satisfactory completion of HSC: All My Own Work are similar to the criteria for satisfactory completion of a ROSA, Preliminary or HSC course. A student is considered to have satisfactorily completed the HSC: All My Own Work program if, in the Principal/s view, there is sufficient evidence that the student has:

- a. systematically addressed the content covered by the program; and
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school; and
- c. achieved some or all of the program outcomes.

## Further help

If you are not sure about anything you have read here, ask a teacher or your year adviser for help. The HSC Rules and Procedures booklet is available on the NESAs (BOSTES) website.

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your HSC coursework and projects.

## Rules for Examinations or Assessment Tasks

### 4.0 General Rules (which apply to ALL examinations and assessment tasks)

Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.

#### 4.1 Before Entering the Examination Hall

- Candidates should plan to arrive at least 20 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- Full school uniform must be worn to all examinations.
- NO electronic devices, except NESAs approved calculators, may be brought into the examination hall. NESAs approved calculators must have the memory cleared before entry to the examination hall.
- Candidates must ensure that their **mobile phone(s) is left at home or the front office** and not with them while sitting an **examination** nor an **in-class assessment task**.

#### On Entering the Examination Hall and During the Examination

- Candidates must enter the examination halls silently.
- Complete silence **MUST** be adhered to whilst candidates are in the examination hall.

- Bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Candidates are to remove their watches as these are no longer permitted - these must be secured elsewhere.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates sit in alphabetical order or as instructed by supervising staff.
- Candidates MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.
- Candidates are NOT to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every exam.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Borrowing is NOT permitted
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- Caps, beanies, hoods, and other such headwear are not permitted to be worn in the examination hall.
- All enquiries are to be addressed to supervising staff by candidates raising their hands and waiting patiently.
- Codes of Conduct/School Rules apply during ALL exams.

## 4.2 On Leaving the Examination Hall and After the Examination

- NO exam papers or the writing paper provided is to be removed from the examination hall by a student.
- For shorter length exams, classes will quietly depart the hall when dismissed by the supervising teachers.

### Important:

If a candidate is absent from an **examination**, they **MUST** complete the ***Explanation of Illness/ Misadventure Form*** (page 16) attach it to the **Doctor's Certificate** and present both documents to the Head Teacher Administration, who will process the paperwork in consultation with the relevant faculty Head Teacher/s.

For an **in-class assessment task**, this form is to be presented to the Faculty Head Teacher on the first day back at school after missing an in-class assessment task or due date for a submitted task.

### Further Advice

Students or parents, who have any concerns or questions regarding assessments or would like more advice, should contact:

- The Subject Teacher
- Head of Department
- Deputy Principal
- The Principal/s

Dear Parent / Guardian

### **Warning Letter: Non - Completion of an HSC Course**

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course \_\_\_\_\_ (course name).

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (1<sup>st</sup>, 2<sup>nd</sup> and ,3rd) official warning we have issued concerning \_\_\_\_\_ (course name).

A minimum of two course-specific warnings will be issued prior to a final 'N' (Non - completion of course) determination being made for a course.

### **Course Completion Criteria**

The satisfactory completion of a course requires Principal/s to have 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; and
- c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that a course will not be listed on the student's Record of Achievement. In year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; task worth in excess of 50% must be completed.

To date \_\_\_\_\_ (date) \_\_\_\_\_ (student name) has not satisfactorily met (a), (b), (c) Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and /or for which a genuine attempt has not been made. In order for \_\_\_\_\_ (student name) to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved. Please discuss this matter with \_\_\_\_\_ (student name) and contact the school if further information or clarification is needed

This form must be completed and handed to the teacher responsible for the subject at least three (3) days before the task is scheduled. Requests made on the day on which a task is due will not be accepted unless the student has been absent for an extended period and the teacher has been notified that a request will be made on the student's return to school.

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

Subject: \_\_\_\_\_ Title of Assessment Task: \_\_\_\_\_

Due Date: \_\_\_\_\_ Subject Teacher: \_\_\_\_\_

**Reason/s for request:**

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**Supporting evidence provided:**

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Has request has been accepted: YES / NO**

**Reason/s for rejection:**

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Teachers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head of Department Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ILLNESS/ ACCIDENT/ MISADVENTURE FORM

1. If illness, accident or misadventure prevents a student completing an assessment task on or by the due date and time, the school must be advised immediately.
2. This form must then be completed at least 3 days prior to the due date or as soon as possible after absence.
3. The form, when completed, is to be handed in to the Subject teacher. Name

of student: \_\_\_\_\_ Date: \_\_\_\_\_

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

Course: (circle) Stage 4 / Stage 5 / Prelim / HSC

Nature of Task: \_\_\_\_\_ Due Date: \_\_\_\_\_

Nature or Request:

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Document/s Provided:

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

Teachers Comments: \_\_\_\_\_

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Head of Department decision

- Alternative Task
- Extension Time Given Until \_\_\_\_\_ ( Date)
- A Zero Mark Will Be Awarded
- Other (Alternative Decision) \_\_\_\_\_

Head of Department Signature: \_\_\_\_\_ Date: \_\_\_\_

Principal/s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Glossary of Key Terms

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. This glossary of key words provides a common language and consistent meaning in HSC tasks and examinations.

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

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain /determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (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; tonote 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 conclusion about
Justify	Support an argument or conclusion
Outline	Sketch in general terms: indicate the main features
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
Recommend	Provide reasons in favour
Recount	Retell a series of event
Summarise	Express, concisely, the relevant details
Synthesis	Putting together various elements to make a whole

## Document Control

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v 1.1	Template Change	Jay Halai	February 2022
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v1.3	Review/Key Contact Name Change	Samina Ali	February 2024