



FAITHFULNESS IN SERVICE

BISHOP DRUITT COLLEGE

COFFS HARBOUR



ASSESSMENT HANDBOOK

HSC, Preliminary and RoSA

(Year 12, Year 11 and Year 10)

2018

A KINDERGARTEN TO YEAR 12 SCHOOL IN THE ANGLICAN TRADITION

TABLE OF CONTENTS

INTRODUCTION TO HSC ASSESSMENT	3
Assessment of syllabus outcomes	3
The ultimate value of school assessment	4
ASSESSMENT GENERAL PROCEDURES	4
Reviews and appeals in relation to individual tasks	5
Appeals against assessment rankings	6
ASSESSMENT POLICIES AND ADMINISTRATIVE PROCEDURES	6
Late submission of assessment items	6
Illness and misadventure provisions	7
Special consideration	8
Special provisions	9
Extensions of time	10
Non serious attempts	10
Malpractice or cheating	10
Plagiarism	11
Non-completion of a course ('N' determination)	12
Computer use	12
Submission of assessment tasks	12
Rescheduling of assessment tasks	13
Teacher absence on the day of a task	13
Security of records for assessment tasks	13
Assessments for students who transfer into the school	13
Assessment of accumulating HSC subjects	13
Tasks that fail to discriminate, or are invalid for other reasons	13
Separate class groups	14
PATTERN OF STUDY CONFIRMATION & DROPPING OR CHANGING A COURSE	14
ALLOCATION OF GRADES	15
RoSA and Preliminary courses	15
NESA moderation of HSC school assessment	16
REPORTING STUDENT ACHIEVEMENT	16
Satisfactory completion of a course	16
The school report	16
WHERE TO GO FOR ADVICE	17
Resources	18

INTRODUCTION TO HSC ASSESSMENT

The NSW Education Standards Authority (NESA) mandates a number of procedures for the determination of Stage 6 (Years 11 and 12) school assessment. This handbook summarises NESA's requirements for Higher School Certificate (HSC), Preliminary and Record of School Achievement (RoSA) course assessments and shows how they apply to you as a student enrolled in these courses at this college.

The assessment schedules for each course will be distributed by the teachers for each class and are available on the school website. The schedules outline the components and weightings required by NESA; the various assessment tasks (tests, assignments, etc.) for each course; the marks allocated to each task and the approximate timing of each task. A copy of each assessment schedule is available online at:

Year 10 - <http://www.bdc.nsw.edu.au/is-year10>

Year 11 - <http://www.bdc.nsw.edu.au/preliminary>

Year 12 - <http://www.bdc.nsw.edu.au/is-hsc>

Assessment of syllabus outcomes

Most subjects in Stage 6 are divided into two courses: the Preliminary course, which spans Terms 1, 2 and 3 in Year 11 and the HSC course, which includes Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. School-based assessment is a requirement of both courses.

Assessment for the HSC course is based on each student's attainment of syllabus outcomes. Student outcomes are assessed through a number of assessment tasks set by teachers throughout each course. Some will be formative or diagnostic in nature – they will be designed to assist student learning by highlighting strengths and identifying areas that need special attention in preparation for either future assessment tasks or examinations.

Other tasks will count directly toward the school's internal assessment program and will contribute to assessment of student achievement of the outcomes of the course.

The outcomes of each course will be assessed at least once during the course. An outcome can be the focus of more than one task. It is expected that students will know and understand the outcomes that are to be assessed in each task. To assist students in understanding how well they have achieved these outcomes teachers will provide feedback based on marking schemes, which are linked to the outcomes being assessed.

The ultimate value of school assessment

As mentioned previously, the purpose of school assessment is to provide a single measure of the student's achievement in each course undertaken. These assessment marks are

based on:

- A wider range of syllabus outcomes than may be measured by the external examination alone.
- Multiple measures and observations made throughout the course rather than at a single, final examination.
- A wide range of activities e.g. research, practical or workshop activities and speaking tasks.

In this way it is intended that the assessment marks will give a better indicator of achievement in each subject, rather than relying solely on performance in one examination at the end of the course.

In Year 12, in cases of accident or misadventure near the time of the HSC Examinations, NESA may need to rely entirely on assessment grades. For this reason, if for no other, students should develop the habit of maximising assessment marks as insurance against the risk that may be presented by illness or misadventure during the HSC Examination period. If not already done, NOW is the time for establishing suitable study and organisational skills to ensure that the student's assessments in the HSC course truly reflect the peak of the student's ability.

In addition, the universities use assessment marks in their selection procedure for admission to particular courses through the calculation of the Australian Tertiary Admission Rank (ATAR). The average of the examination mark and the moderated assessment mark for each subject will be used in the determination of the student's ATAR.

ASSESSMENT GENERAL PROCEDURES

Students enrolled in Years 10, 11 and 12 need to be aware of the following:

- In addition to this handbook, information regarding the assessment requirements for each subject will be provided by class teachers and a copy is available online at:

Year 10 - <http://www.bdc.nsw.edu.au/is-year10>

Year 11 - <http://www.bdc.nsw.edu.au/preliminary>

Year 12 - <http://www.bdc.nsw.edu.au/is-hsc>

- Other diagnostic tasks will be set throughout the course. All diagnostic tasks must be completed to a satisfactory standard to complete overall course requirements.
- The class teacher will give notice (normally a minimum of two weeks) of the timing of assessment tasks.

- The teacher will give students additional information indicating the course outcomes that will be assessed in each task.
- Marking guidelines should be included when tasks are published.
- The class teacher will mark each assessment task and provide students with feedback on their performance. This might take the form of a grade, mark or a percentage together with written comments and/or other information based on the outcomes being assessed.
- The class teacher will keep a cumulative mark book containing each student's assessments. NESAs do not permit the school to publish a student's final cumulative mark for the HSC year.
- Assessment marks are also stored in the college computer markbook program.
- At the end of the assessment period (which usually corresponds with the completion of the HSC Trial Examinations) for each student, the assessment marks for every task within each course will be added together according to the weightings prescribed by NESAs.
- Throughout each course teachers will provide students with raw marks and the rank order for each task.
- Students may obtain their final rank from the head of faculty from Monday in the last week of Term 3.
- Students can access their final assessment ranks from NESAs's Students Online website after their last HSC Examination. These should be checked to ensure there are no anomalous results. If a student considers that there is a mistake in their position for any subject, they should write immediately to the Director of Learning and Teaching requesting a review of their assessment in that subject.

Reviews and appeals in relation to individual tasks

- A student may only query the result of an assessment task with the classroom teacher at the time it is returned. Once an assessment task has left the classroom no query is possible.
- A student may query the class teacher's procedure for arriving at a mark, but not the validity of the mark itself.
- If the result of an assessment task is queried as soon as it is returned, the result may be raised outside the classroom:
 - With the relevant class teacher at the first available opportunity.
 - With the relevant head of faculty, if the class teacher is unable to resolve the problem.
 - With the Director of Learning and Teaching, if the class teacher and head of faculty have not been able to resolve the problem. If this occurs, the Director of Learning and Teaching will work with the relevant class teacher to review the process by which the

mark was determined.

- Assessment tasks that are handed in late without seeming to follow the expectations set out in this booklet will at the first instance lose 100% of the total mark for the task.
- Students who wish request a review need to submit a completed appeals application to the Director of Learning and Teaching. This must be done within five school days of the student's return or within five days of being notified of the result.

Appeals against assessment rankings

Following the notification of final assessment rankings in a course (or courses), if a student believes that their ranking is incorrect then they may request that a review of their ranking be undertaken.

The procedures for such a review will be as follows:

- The review will be carried out at the end of the examination period.
- The review will ascertain whether or not NESAs guidelines and the college's published assessment policy, program, components and relative weightings have been followed. The correctness of mathematical calculations will also be examined.
- It should be noted that the review process will not concern itself in any way with the marks awarded for an individual assessment task.
- Appeals must be made in writing to the Director of Learning and Teaching, who will convene an appeals committee which will be made up of the Director of Learning and Teaching, the class teacher, the head of faculty and the year coordinator.
- Students will have the right to speak to the appeals committee in support of the appeal if they wish, but may not be present for the committee's deliberations.
- If the review process confirms that the assessment process has been satisfactorily undertaken, then the assessment mark and ranking will remain. If errors are discovered, appropriate steps will be taken to rectify the situation.
- Should the student not be satisfied with the ruling of the appeals committee, they have the right to appeal to NESAs within the timeframe published by NESAs.

ASSESSMENT POLICIES AND ADMINISTRATIVE PROCEDURES

In order to ensure that assessment tasks are conducted in a fair and uniform manner you need to be aware of the following procedures:

Late submission of assessment items

Work submitted late will be accepted and corrected, as part of the completion of course requirements, but zero marks may be awarded to that student for that item.

The classroom teacher will notify parents using the 'N' award warning letter developed by NESAs whenever a zero mark is awarded. Students who receive two to three such letters will

be considered likely candidates for an 'N' determination (see on next page).

Illness and misadventure provisions

1. If a student is absent on the day of an in-class assessment or examination; on the day an assessment item (assignment) is due; or on the day prior to a due assessment or an in-class assessment:

- The student or parent should ring the college absence line to explain why the student is absent.
- If ill, the student must visit a doctor and ask for a medical certificate. The certificate should be from a medical practitioner who is neither a relative of the student, nor working in the same practice as a relative. The certificate should clearly state if the student was/is unfit to do the task on the day. It should also state the dates between which the medical certificate will apply.
- In Year 10 there is some flexibility in obtaining a medical certificate. However, on the application for a Declaration of Absence, Request for Extension or to resit the task, parents must clearly explain why the student was unable to access a medical certificate. This will only be considered for Year 10 courses and not for Year 10 students doing accelerated Preliminary courses.

2. In the case of misadventure a full account of the circumstances and their impact on the student's ability to complete the task should be provided by at least one independent witness e.g. police officer, minister, etc. Names and phone numbers should be included.

- Immediately upon return to school (on the first day) the student should make an appointment to see the Director of Learning and Teaching (for an absence from an examination) or see the head of faculty or teacher (if absent from an in-class assessment). They should submit the medical certificate.
- Students should also at this time complete an assessment illness/misadventure form. It can be collected from the secondary foyer. This form needs to be taken home to be signed by a parent.
- The illness/misadventure form should be returned to school on the following day with the medical certificate attached. Once the form is signed by the class teacher and head of faculty, the form should be delivered to the Director of Learning and Teaching. Please note: a separate form should be completed for each task missed.
- If the illness/misadventure occurs prior to the task then the form must detail how this has hampered the student's preparation. Wherever possible, special provisions will be granted rather than special consideration after the event.
- In both cases, the form must be submitted on the first school day following the illness/misadventure, even if this is before the scheduled submission date. The medical certificate should state that the student was unfit to work or study, and must give the dates between which this applies. In all situations, the Director of Learning and Teaching in consultation with the head of faculty will determine if an extension of time

will be granted.

3. If a student misses an assessment task, the Director of Learning and Teaching in consultation with the appropriate head of faculty will approve one of the following:
 - The assessment to be rescheduled within three school days of the student's return to school.
 - The use of a substitute task.
 - An estimate for the task (in exceptional cases only).

Zero marks may be awarded for an item if:

- A student does not complete an illness/misadventure form.
- A claim based on illness is not supported by an appropriate medical certificate.
- Insufficient evidence is provided in support of an application based on misadventure.
- This is determined to be appropriate by the Director of Learning and Teaching in conference with the relevant head of faculty.

In exceptional circumstances where the completion of a substitute task is not feasible nor reasonable, or where the task is difficult to duplicate with equity, the Principal may authorise the use of an estimate based on appropriate evidence.

Please note:

- As estimates cannot be built on estimates, if appropriate evidence is not available the student must sit a substitute task. Students are to discuss arrangements for a substitute task immediately (on the first day of return to school). The substitute task must be undertaken within three school days of return. It may be used as a basis for an estimate. It is the student's responsibility to complete the illness/misadventure form if they have been absent and must sit for an assessment task. If students have been absent within the Half Yearly Examination or HSC Trial Examination period, they should see the Director of Learning and Teaching. If they are absent for an assessment task conducted within normal class time, they should see their class teacher.
- It is expected that all students will complete all assessment tasks, especially their Trial HSC Examinations.
- Whilst NESAs states that a student must attempt tasks that together contribute more than 50% towards their internal HSC assessment in order to achieve an HSC, this is an inadequate basis on which to create estimates.

Therefore, in order for the school to provide the most accurate data to NESAs at the end of the internal assessment period and to ensure transparency and equity, all students must have no more than one estimate as part of their internal assessment in any one subject.

Special consideration

Special consideration may be given to a student who has attempted a task while suffering from a flare-up of a long-term medical condition or an illness that would have a significant impact on their performance at the time they attempted an examination or in-class task. They may also apply if they have been immediately affected by a misadventure.

To apply, students will need to provide evidence and an outline of the misadventure and/or illness and how it impacted on their performance. The evidence will need to meet the same standard as listed in points 1 and 2 on the previous page under Illness and misadventure provisions. A medical certificate is required for all Years 10 - 12 students seeking medically based consideration.

Students cannot apply for special consideration for long-term medical conditions or misadventures. Instead, it is suggested that they consider any suitable special provisions for which they may be eligible. Students are also encouraged to apply through the EAS scheme or early entry schemes to have such circumstances taken into account if they wish to apply for university study.

All applications for special consideration must be made within five days of the due date of the assessment task by using the form available in Student Café.

Please note: for HSC Examinations a separate application of special consideration will need to be made directly to NESAs using the 'Higher School Certificate Examination appeals due to illness or misadventure form'.

Special provisions

Special provisions may be granted for internal assessment tasks according to the guidelines detailed:

- To be granted special provisions for internal HSC assessment tasks a student must have lodged an application with NESAs. That application must be accompanied by supporting documentation. While awaiting final NESAs approval the need for special provisions will be assessed on a case by case basis. After the application is formally approved, special provisions will be provided according to NESAs guidelines.
- Students from any year group who believe that they are entitled to special provisions must contact the Learning Resource Centre (LRC) to see if they are eligible.
- The student is responsible for ensuring that special provisions are provided for individual assessment tasks. The student must see the relevant class teacher who will contact the LRC a minimum of one week before a task. If this does not happen, special provisions may not be provided for that task.
- Students who have been offered special provisions and then decide not to use them cannot then apply for special consideration based on the same issue or illness.

- The Learning Resource Centre will organise special provisions for all examinations.
- For students with special needs, Bishop Druitt College makes every attempt to meet these needs in a similar fashion to the methods provided by NESAs in examination conditions. This might include writers, readers, additional time and/or separate supervision. Alternative tasks may need to be devised for some students with learning difficulties.

Extensions of time

On occasion, the head of faculty may deem that there were suitable grounds for an extension of time on a task. Generally speaking, requests for extension of time will not be granted unless made a minimum of 5 school days prior to the due date. Students must show suitable reasons (usually medical in nature) to justify an extension of time. Students should not assume that a request will be approved. Requests for an extension of time must be made using an illness/misadventure form.

Only state level representation or higher will be approved for students to seek an alternate date to attempt an assessment task. Principal's approved leave from school does not provide approval for an extension or an alternate date for an assessment task.

Non serious attempts

NESA requires that students must make a genuine attempt at assessment tasks that together contribute more than 50% towards their internal HSC assessment in order to achieve an HSC.

Where a student submits an assessment item that is deemed by the classroom teacher and head of the faculty to be a non-serious attempt: the Director of Learning and Teaching will be consulted, zero marks will be awarded and the student may be required to re-attempt the item. The second attempt will be graded but it will not contribute to the student's assessment marks.

The staff of Bishop Druitt College expect that every student will make a considerable effort in all assessment tasks. Students are advised to acknowledge that such a policy is in their best interests.

Malpractice or cheating

Students are required to complete assessment tasks using their own abilities. Students who copy the work of others, have others complete work for them, take days off school to complete items, miss classes (fractional truancy) to complete or prepare for items, or gain other such unfair advantage may be considered to have cheated or engaged in malpractice. A pattern of non-attendance before assessment tasks may be investigated.

In such cases the teacher will inform the Director of Learning and Teaching and provide evidence identifying the malpractice. The Director of Learning and Teaching will take action based on this evidence. Malpractice typically results in zero marks being granted for that item. In serious cases the Director of Learning and Teaching may recommend to the Principal that the student receive an 'N' determination in that subject; in extreme or repeat

cases the non-award of the HSC may be recommended.

Bishop Druitt College considers such malpractice seriously. Any student who engages in dishonest behaviour to gain an advantage in the HSC will face disciplinary action by the college. Behaviour such as taking another student's notes to prepare for assessment, dishonest action in an assessment that jeopardises the integrity of the results for other students, and the misuse of technology may incur a suspension from school. The college may also consider action such as withholding final references and/or Principal recommendation for any student involved in malpractice during their HSC.

Plagiarism

Plagiarism is the use of another person's ideas or written material (including information from books, encyclopedias, journals, the internet and other electronic storage devices) as one's own original work. Any form of plagiarism is entirely unacceptable in school assessment tasks. Plagiarism will be construed as cheating; students found guilty of plagiarism will be subject to the same treatment as outlined for malpractice described immediately above.

Bishop Druitt College uses web-based services that allow us to do an originality check of students' submitted work for improper citation or potential plagiarism by comparing it against the world's most accurate text comparison databases.

It is important to avoid any kind of malpractice as it may cause students to become ineligible for the HSC. For example, malpractice in HSC assessment tasks may invalidate entry to the HSC course in that subject. This could result in the student having insufficient units for the granting of an HSC.

Methods for avoiding plagiarism include:

- Analysing ideas from various sources and applying them to answer the set task in the student's own words.
- Acknowledging all direct quotations using a suitable referencing technique within the body of the assignment.
- Ensuring that all sources of information are appropriately and accurately acknowledged in a reference list or bibliography included at the end of the assignment.

The college provides information about avoiding plagiarism, bibliographies, referencing and many other useful topics on the BDC Library and Information Services website at:

<http://www.bdc.nsw.edu.au/steps-to-success>

Candidates for the HSC are required to certify that they have read the rules and procedures (outlined in this handbook) when they sign their HSC confirmation of entry. In addition, students will need to certify that all work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be their own or acknowledged appropriately. Malpractice, including plagiarism, could lead to receiving zero marks and WILL jeopardise their HSC results. All students who are suspected of plagiarism or malpractice will meet with the Director of Learning and Teaching, the relevant head of

faculty and classroom teacher to investigate the issue.

Non-completion of a course ('N' determination)

Students can receive an 'N' determination in a course if they do not meet the following requirements:

- Follow the course developed or endorsed by NESAs.
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieve some or all of the outcomes of the course.

The Principal alone can make such a determination on the recommendation of heads of faculty and Director of Learning and Teaching. The Principal will only consider this option when clearly documented evidence exists.

As described above, this typically occurs after a student has failed to respond appropriately to a minimum of two warning letters issued in relation to failure to submit satisfactory assessment tasks. Students and parents will be notified as soon as a pattern of non-performance or failure to meet course requirements or non-completion of course requirements emerges. The purpose of this early notification is to allow students to remedy the situation.

If the Principal determines that a student has not completed a course satisfactorily, they will have an 'N' printed beside the course on their Record of Achievement and it may mean that they do not receive their HSC.

Computer use

When using computers to create assessments it is the student's responsibility to ensure that:

- A paper copy is given to the teacher. Disks/USBs or online copies are not to be submitted unless requested by individual teachers.
- Work is backed up and the multiple copies are retained by the student.

Please also note that:

- Email is not acceptable for submitting assessment tasks unless prior arrangements have been made with the teacher.
- In the event of failure of disks, USBs, online storage systems or printers the student must submit the latest working version in paper copy to the teacher. This copy will be corrected and used for the assessment mark.

Submission of assessment tasks

Under no circumstances are students to leave assessment items at the front office or on the teacher's desk. Students should not ask friends or distant relatives to submit items on their

behalf, as the college's illness/misadventure provisions may not cover any accident that might occur. Assessment items are to be submitted via the assessment box situated in the secondary foyer by 9:00am on the day, unless the class teacher has advised otherwise.

Rescheduling of assessment tasks

The assessment schedules published online for each subject are accurate at the time of printing. However, due to a range of circumstances, at times a head of faculty may need to reschedule a due date for an assignment. In these circumstances:

- Notification is given to students in writing, via email/Google Classroom.
- Every student must sign a class list to say they have received the revised task.
- A copy of the task, new date and signed class roll is kept with the Director of Learning and Teaching and head of faculty. Task is updated on TASS Student Cafe/Parent Lounge.

Teacher absence on the day of a task

If the teacher is absent on the day of a task the procedures will vary depending on the nature of the assessment task:

- If the task is a test or an in-class activity requiring supervision only, the task will be held on the day as notified.
- Assignment-based assessment tasks should be handed to the head of the faculty offering the course.

Security of records for assessment tasks

Each faculty at Bishop Druitt College keeps multiple copies of assessment results so that at least one copy is secure. Nevertheless, it is vital that students keep their assessment tasks on file at least until the completion of the HSC examinations. Assessment tasks and the evaluative comments of teachers are frequently very useful revision resources. They should be kept for this reason if no other.

Assessments for students who transfer into the school

New students must be able to satisfy the Principal that they have satisfactorily completed the Preliminary course. A student who enters an HSC course after the assessment program has commenced will be required to provide evidence to each head of faculty that they have completed comparable work at their previous school.

In cases where no suitable school assessment information can be obtained from the previous school the student may be required to complete substitute tasks as appropriate.

If a student changes a course or the level of a course, the Principal must be satisfied that the relevant Preliminary course (or equivalent) has been completed and that the student will be able to complete all HSC course requirements.

Assessment of accumulating HSC subjects

If a student chooses to repeat a subject that has been attempted before, no assignments or

other assessment work may be resubmitted from the previous year.

Tasks that fail to discriminate, or are invalid for other reasons

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark). Sometimes a task might become invalid due to problems associated with its administration (such as noise or other disruptions). In these circumstances the class teacher in consultation with the head of faculty will replace the original assessment task with an additional task. Sufficient notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

An assessment task may be deemed to be invalid (or unreliable) if it:

- Does not provide a reasonable spread of marks.
- Fails to discriminate between students of higher and lower ability.
- Can be demonstrated that all or part of the task was conducted in a manner that has prejudiced or disadvantaged one or more students.
- Is of a practical nature and produces data or results that are considered to be significantly different to those expected.

If a student suspects that a task may be invalid they should raise the issue with the teacher in the first instance. The teacher will then raise the issue with their head of faculty and the Director of Learning and Teaching. The teacher, head of faculty and the Director of Learning and Teaching will examine the data concerning the task and make a decision as to its validity.

Separate class groups

Some senior subjects have two classes running at different times each day. Since it is desirable that common assessment programs be followed with common tasks, conditions and marking procedures, the class teacher in consultation with the relevant head of faculty will devise a suitable strategy to ensure that classes in the same course are dealt with equitably.

PATTERN OF STUDY CONFIRMATION AND DROPPING OR CHANGING A COURSE

All students must do a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Students may drop a course at any time as long as they maintain the minimum number of units (Preliminary 12 units and HSC 10 units)

Students may change a course during the Preliminary course until the end of March. After this time changes to another course will generally not be considered. Changes will only be considered if there is space available in the new class.

Students completing the HSC course may change levels for a course in English and/or

Mathematics.

The Director of Learning and Teaching approves all course changes after checking that a student's pattern of study still enables them to be eligible for the award they intend to achieve. There are different rules regarding subjects for students who wish to receive an ATAR, a Higher School Certificate or a RoSA.

Students will only be allowed to stop attending a class and/or change classes after completing the request for a change of subject/level form and then receiving the confirmation in writing.

Students in Years 10, 11 and 12 will check and sign a NESAs Confirmation of Entry form twice a year to enable them to check and confirm their eligibility for the course or award they intend on achieving.

ALLOCATION OF GRADES

RoSA and Preliminary courses

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Teachers make professional, on-balance judgements to decide which grade description best matches the standards their students have achieved.

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

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

To allocate final RoSA and Preliminary grades Bishop Druitt College uses the following method:

- Each subject establishes an assessment program that consists of a number of assessment activities.
- Each subject ensures that the assessment activities cover the full range of outcomes.
- The weightings or relative importance of each activity is determined and published.
- Marks are awarded for each completed activity.
- The marks awarded in each activity are combined to obtain a total mark for each student.
- On the basis of these marks, the order of merit for the group is determined.
- The individual course performance descriptors are used to relate the order of merit to grades awarded.

- The grades awarded to each student are reviewed to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off, or to make adjustments for students who have qualified for special consideration.

NESA moderation of HSC school assessment

When all school-based assessments have been completed and collated towards the end of Term 3 in Year 12 the college sends a single assessment mark for each student in each completed HSC course to NESA. This mark will represent both the achievement of course outcomes and the student's relative placement compared to others in the group.

These marks will be calculated according to the weightings set out on each subject's assessment grid in the assessment schedule.

School assessment marks in each course will be moderated by NESA to reflect the performance of the school in the external examination. The school assessment marks will be adjusted to reflect the range and pattern of marks achieved by the school group in the external HSC Examination. This is meant to ensure that the internal assessment marks and external examination marks are aligned to the same standard, since the examination is the one common task that all students across the state complete under comparable conditions for each course. The school assessment mark and the external examination mark are then averaged to produce the final HSC mark in each course.

REPORTING STUDENT ACHIEVEMENT

Satisfactory completion of a course

According to the NESA ACE manual, to satisfactorily complete a course a student will need to provide sufficient evidence that he or she has:

1. Followed the course developed or endorsed by the board.
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
3. Achieved some or all of the course outcomes.

Satisfactory completion of a course is thus related to how well each student undertakes the assessment tasks and other class exercises for that course in terms of quality, completeness and submission on time.

The school report

Student progress in Year 7-12 will be formally reported to parents at the end of each semester. These reports will provide a written account of what has been achieved and how students have progressed since the last reporting interval.

These reports will include:

For Preliminary and HSC subjects - a student's assessment mark and rank for each

assessment task undertaken in the reporting period. An overall grade (A to E) based on the general performance descriptors.

For Stage 5 and Stage 4 - an overall grade (A to E) based on the common grade scale.

A teacher comment that elaborates on student attitude, effort and achievement.

All reports will include:

- An effort grade.
- Tutor feedback. House tutors are asked to report on students' co-curricular activities and achievements every year. In this feedback tutors are encouraged to report on leadership opportunities that have been taken up, service that may have been given to charity or to school events, and a student's general contribution to the life of the college.
- In addition, a HSC student's progress will be reported on mid-semester via an interim report. The interim report will reflect a student's progress between the formal reporting periods.

WHERE TO GO FOR ADVICE

Should students need any additional advice or clarification of this document they are welcome to discuss any matters with class teacher(s), the relevant head of faculty, the year coordinator or the Director of Learning and Teaching.

If students wish to seek advice which is independent from the school, their parents are entitled to ring the NESA Liaison Officer (BOSLO) who is based at the Coffs Harbour Education Campus, Hogbin Drive, on 6659 3274.

Resources

NSW Education Standards Authority (NESA) HSC Assessment Policies and Documents

http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/

BDC Library and Information Services

<http://www.bdc.nsw.edu.au/is-information-services>