



Arthur Phillip High School

Assessment Expectations and Procedures

2018

Last Revision

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By: E. McMaster

Rationale

In order to assess the development of individual student's skills and understanding, and the degree to which they meet Performance Descriptors for each grade, each course has an assessment program which will comprise a series of tasks. Examples of assessment tasks are: examinations, presentations, performances, assignments, topic tests, fieldwork reports, laboratory reports, research and practical projects.

The school's website (<http://www.aphs.nsw.edu.au/>) contains the schedule of assessments for all courses.

At APHS, we assess student achievement in order to:

- Evaluate and report on student learning and achievement – academic, social and sporting
- Identify areas where specific improvements can be targeted and achieved
- Evaluate the effectiveness of, and plan, for improvement in teaching programs & strategies
- Provide data to help create student individual learning plans (ILPs)
- Provide feedback on student strengths, identifies areas for improvement and suggests strategies to improve on these areas
- Gather, analyse and interpret data about teaching and learning, to set future targets and measure achievement of previous targets
- Acknowledge academic excellence
- Meet New South Wales Education Standards Authority (NESA) and Department of Education (DoE) requirements

All stakeholders in a student's education have a responsibility for aspects of assessment. Success can best be achieved when ALL stakeholders carry out their responsibilities.

Roles and Responsibilities

The School

- Ensure the provision of accurate, specific and focussed feedback to students to inform their learning.
- Provide parents and caregivers with formal school reports that provide information on what the student has achieved, areas for improvement and suggestions for how those improvements can be made.
- Provide clear guidelines for assessment tasks regarding task notification to students, outcomes assessed, the number of and frequency of tasks, details of task, time frame (and consequences for not meeting deadlines), marking criteria and consistency, provision of constructive feedback, relevance and task differentiation for different groups of students.
- Ensure that tasks meet DoE and NESA requirements
- Provide a clear and transparent process for use in cases of illness and misadventure
- Provide clear guidelines for accurate and comprehensive student and faculty records
- Provide school community access to this assessment policy by all appropriate means
- Provide clear guidelines for the provision of formal school reports to parents/caregivers

The Subject Head Teacher

- To implement the school assessment policy on a faculty level, thereby providing clear guidelines to staff and students regarding:
 - Task notification to students (2 week minimum for Stage 5 & 6 Tasks)
 - The number of and frequency of tasks
 - Details of task including the outcomes to be assessed
 - The submission date or date the task is to occur
 - The consequences for not meeting deadlines are:
 - **Stage 6 (Years 11 & 12)** - mark of **zero** is to be awarded subject to appeal via the *Illness / Misadventure* procedures (See Appendix A). N warning to be issued.
 - **Stage 5 (Years 9 & 10)** - submitted late up to 1 week – **20% penalty**; late up to 2 weeks – **40% penalty**; submitted over 2 weeks late – **zero** mark awarded; N warning to be issued. Students who produce a doctor's certificate or appropriate supporting documentation may still receive full marks once reviewed by the faculty head teacher and senior executive.
 - **Stage 4 (Years 7 & 8)** - submitted late up to 4 weeks – **20% penalty**; submitted over 4 weeks late – **zero** mark awarded; Students who produce a doctor's certificate or appropriate supporting documentation may still receive full marks once reviewed by the faculty head teacher and senior executive.
 - Address all **Academic misconduct/malpractice** in consultation with the senior executive **and HSC Assessment Panel** where appropriate.
 - The process for extensions (which may be granted under extreme circumstances supported by appropriate documentation such as a medical certificate and applied for in advance of the task's due date.)
 - Marking criteria and consistency
 - Appropriate differentiation according to student needs (e.g. Life Skills, large print, etc.)
 - Provision of constructive feedback including:
 - The degree to which the task outcomes have been met
 - A mark, grade and/or level of achievement
 - Suggestions for improvement (if appropriate)
 - A general comment
 - Relevance and task differentiation for different groups of students
 - The accepted means of submission
- The ongoing analysis of and improvements to assessment task quality
- To ensure accurate and comprehensive teacher and faculty assessment task records
- To ensure that faculty assessment tasks meet school and faculty assessment policies as well as DoE and NESAs requirements
- To monitor and support staff in the design and delivery of assessment tasks
- To collaboratively develop and publish assessment schedules for use by all stakeholders
- To monitor and support staff in their preparation of school reports

The Classroom Teacher

- To be aware of and implement faculty, school, DoE and NESAs requirements relating to assessment and reporting
- To mark with accuracy and consistency and provide students with constructive feedback
- To explicitly communicate with students with appropriate advance notice re marking criteria and due dates and to provide appropriate scaffolding assistance
- To create an expectation of on-time submission of assessment tasks and explicitly inform students of the consequences for not meeting deadlines
- Refer all **academic misconduct/malpractice** to the Head Teacher
- To maintain accurate records
- To keep a register indicating when individual students are advised of each task and to take all reasonable steps to ensure that absent students are aware of assessment tasks
- Exercise professional judgement and appropriately refer students to the Learning Support and/or Welfare Teams

The Student

- Attempt all assessment tasks to the best of their ability
- Organise a study and homework schedule to promote success in assessment tasks
- Familiarise themselves with the course schedules available on the school website and seek early advice from teachers and head teachers to clarify any assessment issues
- Show responsibility and follow up with their teachers after an absence to ensure they are aware of assessment tasks notified in their absence and therefore maximise the time they have to prepare for or submit a task. Absence is not an excuse for missing tasks
- Submit work on time by making effective use of their school diary and referring to published assessment schedules
- Provide documentary evidence (year 11/12 students) to support an illness or misadventure claim i.e. medical certificate
- Ask for assistance from teachers before the due date to ensure understanding of what is required in the assessment task
- Develop effective research skills using a variety of media / sources to improve assessment results
- Ensure assignments are all their own work (no plagiarism) and that the work of others is appropriately presented and referenced. There will be consequences for plagiarised work.
- Reflect on the feedback provided to inform future improvement and success

The Learning Support Team

- Develop individual learning plans for identified students
- Work collaboratively with KLAs to modify assessment tasks
- Analyse data and provide ongoing support for students not meeting identified benchmarks

- Provide staff with support and advice in meeting the educational needs of individual students and groups of students
- Provide guidance to staff conducting exams regarding students requiring special provisions
- Provide advice to staff regarding appropriate language in assessment tasks for EAL/D and Life Skills students

The Wellbeing Team

- Provide guidance to staff regarding students with medical and/or welfare issues which might impact on educational success and to provide support strategies to assist those students

The Parent/Carer

- Encourage students to organise, plan, complete and submit work on time
- Provide a space for effective study and school work
- Liaise with the school when a child is experiencing difficulties
- Be informed about their child's assessment program

Additional ROSA Assessment Expectations for Years 9-12 (Stages 5 & 6)

Eligibility for a Grade

To be eligible to earn a grade in a subject, students must meet the following requirements as established by the NESA.

i. Follow the course developed or endorsed by the Board.

Expectation: the school will provide a program of study designed to satisfy the requirements of the syllabus issued for each subject. Students must ensure the program of study is adhered to through to completion.

ii. Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Expectation: students must attend school on a regular basis, being absent on as few occasions as possible. All absences must be explained with a parental/carers note that provides an acceptable reason. Excessive absence (more than 20%) jeopardises student achievement of a ROSA due to reduced ability to achieve the course outcomes and complete the course work.

Expectation: in addition to the assessment tasks, the marks that determine a student's grade will come from other homework, book work, excursions, activities and assignments that form part of the course and must also be seriously attempted.

iii. Achieve some or all of the course outcomes.

Expectation: students must make a genuine and serious attempt at assessment tasks. These tasks are used to determine the level of achievement of course outcomes for each student and

therefore, the final grade in each course. Where an assessment task is not attempted or where the attempt is non-serious, students place their ROSA in jeopardy.

Expectation: students must have completed/submitted tasks adding up to at least 50% of the marks for a course otherwise an 'N' Determination may result. An 'N' Determination in a Stage 5 core subject (English, Mathematics, Science, History, Geography and PDHPE) will result in the student not receiving a ROSA. An 'N' Determination in a 200-Hour elective subject may have the same result. An 'N' Determination in any Preliminary or HSC course will prevent the award of that credential for that scholastic year.

iv. Sit for and make a serious attempt at Examinations.

Expectation: students must sit for and make a serious attempt on every course examination. Any absence must be supported by a medical certificate or other appropriate documentation.

Expectation: students must attempt each exam paper in a genuine and serious way. Not completing all sections of the paper, writing or drawing defamatory or silly things may be viewed as non-serious attempts.

Appeals

Appeals for reconsideration of assessments of individual tasks must be lodged with the class teacher within one week of the return of the task in question. If this appeal is rejected by the Head Teacher, students may make a subsequent appeal to the Principal who will convene a Review Panel whose determination will be final.

Stage 6 students must complete and submit online an *Illness/Misadventure Application* to the Head Teacher of the course within 48 hours of the task due date. *Illness/Misadventure Application* forms can be accessed via **APHS Connected 121** (URL goo.gl/Rfhm4f) under Stage 6 Assessment. The Principal may accept late applications.

Any student who is ill is required to submit a Doctor's Certificate to support the *Illness/Misadventure Application*. *A letter from a parent/caregiver does not satisfy this requirement.*

Some Important Conditions for the Completion or Submission of Tasks

When tasks are due to be submitted or completed, the following conditions apply:

- i. The completed task should be handed directly to the class teacher or to the head teacher if the teacher is absent (not a casual teacher).
- ii. For Year 11 and 12 students the Assessment Task Register will be signed by the student when a task is submitted or as an indication of attendance for in-class tasks.
- iii. A completed task cannot be delivered by leaving it on the teacher's desk or submitting it to any other person without signing the register.

- iv. Students must be officially present all day when handing in, or completing a task – coming to school merely for the relevant period, then leaving, will be noted by the teacher as being submitted on the next full day of attendance. Teachers will check the absentee list to see if a student has breached this rule.

What If I Am Present At School But Fail to Complete/Submit The Task?

- When a task is carried out in class time (e.g. speech, a practical exam, class test) and a student fails to do the task the teacher will award a zero mark. The teacher may still require the task, or a substitute task to be completed in order to satisfy course requirements and to provide appropriate feedback.
- When a task is to be completed out of class time (e.g. assignment, project etc.) and a student fails to submit it, he/she will receive zero marks for the task. The teacher may still require the task, or a substitute task to be completed in order to provide appropriate feedback.
- Any absence without documented justification will be awarded a zero mark.

Preliminary and HSC Assessment Procedures 2018

Principal's Message

Welcome to your senior studies.

This handbook will provide you with a guide to the successful completion of your Preliminary and HSC courses.

Your assessment tasks are outlined in the separate Assessment Schedule.

There are four key elements to success in senior schooling:

- Consistency
- Application
- Attitude
- Attendance.

Senior students must develop a work ethic that reflects a serious commitment to their studies to maximise their potential.

If you need any help with school or other matters, please make contact with the Senior Mentor Team.

I look forward to very productive, enjoyable and successful Preliminary and HSC courses for all students.

Yours sincerely

Lauretta Claus

Principal

Requirements for the Award of the HSC

For the award of the Higher School Certificate:

- Students must satisfactorily complete courses to meet the pattern of study required by the Board of Studies, Teaching and Educational Standards (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project work requirements and the assessment requirements for each course.
- Students must successfully complete a minimum of 12 Preliminary Course units and a minimum of 10 HSC Course units.

The Preliminary Course and the HSC Course must each include the following:

- at least 6 units from Board Developed Courses including
 - 2 units of a Board Developed Course in English
 - at least three courses of 2 unit value or greater
 - at least four subjects
 - at most, 6 units of courses in Science.

Students must sit and make a serious attempt at each Higher School Certificate examination.

Students not seeking an ATAR may study Board Endorsed Courses in addition to six units from Board Developed Courses.

Student Responsibilities

- Students must complete all set tasks.
- Students must complete and submit tasks by the set date and time
- Work submitted must be the work of the student.
- Students must make a serious attempt at all tasks.

The following course completion criteria refers to both Preliminary and HSC courses.

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:

- followed the course developed or endorsed by the Board; **and**
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; **and**
- achieved some or all of the course outcomes.

Where a student does not meet one or more of the course completion criteria the school will issue a course warning letter and the student is at risk of being given an "N" (non-completion of course requirements) determination in the course. This may make the student ineligible for the award of the Higher School Certificate.

Extended Leave - Travel

Where students apply for extended leave - travel, the granting of the leave is conditional that the student liaises with course teachers to develop a plan for accessing and completing set work, particularly assessment tasks, otherwise a zero mark will be awarded.

Non-completion of Internal Assessment Tasks

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (eg illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal will authorise the use of an estimate based on other appropriate evidence. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.

Students who do not make a serious attempt at the assessment task will be awarded a zero mark. Non-serious attempts include frivolous or objectionable material. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students are required to complete assessment tasks worth more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet these minimum assessment requirements.

Illness and Misadventure Appeal

Special consideration may be available to a student whose performance is affected because of absence from a task, lateness for a task or inability to complete an assessment task due to Illness or Misadventure.

To be approved for special consideration, a student must complete and submit online an *Illness/Misadventure Application* to the Head Teacher of the course within 48 hours of the task due date. *Illness/Misadventure Application* forms can be accessed via **APHS Connected 121** (URL goo.gl/Rfhm4f) under Stage 6 Assessment. The Principal may accept late applications.

Any student who is ill is required to submit a Doctor's Certificate to support the *Illness/Misadventure Application*. *A letter from a parent/caregiver does not satisfy this requirement.*

Requests for extensions of time

Any student seeking an extension of time for any task must do so *in writing in advance* of the set date otherwise a zero mark will be awarded. Extensions are only given in exceptional circumstances, including VET student work placements.

It is your responsibility to implement a suitable backup procedure that safeguards your work. In the event of failure of technology you should submit a copy of the most recent version of your work to your teacher.

Confirmation of entry into the HSC

The NESAs requires that entry forms must be completed in both the Preliminary and HSC years.

Students must ensure that their personal details are accurately completed. The student's name must be the same name that appears on their Birth Certificate or other acceptable document.

Be very careful about the naming of subjects, including level of study in English and Mathematics. Students should check with their teacher if unsure.

Entry forms must be signed and returned to the Head Teacher Secondary Studies.

Students should see the Head Teacher Secondary Studies if there is an error that needs to be corrected.

Honesty in HSC Assessment – the Standard

This standard sets out the NESAs requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESAs subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESAs will report matters to the Independent Commission Against Corruption.

Malpractice

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks and will jeopardise your HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- building on the ideas of another person without reference to the source
- buying, stealing, borrowing or using another person's work in part or full and presenting it as your own
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- breaching school examination rules
- using non-approved aids during an assessment task

- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Register of Malpractice in HSC Assessment Tasks

For many years, the National Educational Standards Authority (NESA) has collected and published information on malpractice in HSC examinations. The Board has now instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

The school must enter all instances of proven malpractice in HSC assessment tasks into the Register of Malpractice.

At the end of the year, the Board will aggregate the data provided by schools without identifying either the school or the students involved.

The key data included in the Register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied.

Work placement

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course, it will be determined that you have not made a genuine attempt to complete course requirements.

HSC Major Projects

It is particularly important that students completing major projects acknowledge sources and any assistance for these submitted works in the following HSC courses:

- English Extension 2
- Dance
- Design and Technology
- Drama
- Industrial Technology
- Music I
- Society and Culture
- Textiles and Design
- Visual Arts.

Students of these courses are reminded that any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESAs subject-specific documentation and published policy. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Students are advised that acknowledgement of the extent and nature of any assistance received in the preparation of submitted works must be explicit.

Examination Protocol

- It is your responsibility to obtain a timetable and to read it carefully.
- If you miss an examination simply because you have misread the timetable, illness/misadventure appeals on these grounds will not be accepted. You will receive an examination mark of zero.
- Students must wear full school uniform to all examinations.

Before the Examination

- If you are unable to attend an examination because of illness, the school **MUST** be notified **BEFORE** the start of the examination. **Telephone: 9635 8638**
- A medical certificate or equivalent **MUST** be produced for an examination absence. It **MUST** state that you are unable to sit for the examination and **MUST** be obtained on the day of the exam (or before). You must complete an illness/misadventure application online within 48 hours of the exam. You must then take the medical certificate to the Head Teacher of the subject area and negotiate an alternative time to sit the exam during the exam period if possible.
- If illness or misadventure occurs before the examination and you are still able to attend, notify the Supervising Teacher when entering the examination.
- You must arrive at least 15 minutes before the starting time of the exam. Bags must be placed in a nominated area of the examination room.
- Students must wear full school uniform for all exams.

Beginning the Examination

- **NO PAPER, MOBILE PHONES, ELECTRONIC TECHNOLOGY OR WEARABLE TECHNOLOGY IS TO BE BROUGHT INTO THE ROOM BY A STUDENT.** Only writing equipment (and calculators for some exams) should be taken to the exam table. Water in a

transparent bottle is permitted on the exam table providing the seal is intact and has not been opened prior to entry.

- When you are seated, you should sign an attendance slip for the examination.
- Reading time is for reading, and NO writing or highlighting may be undertaken during reading time. Make sure that you read the instructions and the questions carefully in order to determine exactly what you are being asked to do. All writing equipment must be placed down on the table during this period.

Late to the Examination

- You need to enter into the Exam room quietly. You will not be granted extra time (this is inline with the HSC procedures). You may apply for misadventure online. This application needs to be discussed with the Head Teacher of Faculty who will recommend an outcome.

Non-Serious Attempt

- A non-serious attempt includes frivolous or objectionable material. This includes students who only attempt multiple choice or answer question in languages other than English (when they have not been instructed to). Any student identified as making a non-serious attempt will be asked to justify why they should receive a result in the course concerned and are at risk receiving an HSC course warning.

During the examination

- No student is to leave the examination room until **one hour after the start** of the exam and **during the last 15 minutes** of the exam. If you have completed the exam you must remain seated and quiet.
- If you arrive more than one hour after the commencement of the examination you will be admitted to the examination room, no extra time will be granted, but you will need to appeal to the Principal that your responses should be accepted for marking. The following exam rules apply:

Students must:

- follow supervisor's instructions at all times
- behave in a cooperative manner
- be quiet at all times
- not communicate with other candidates
- keep their work private and unseen by other candidates
- leave mobile phone or programmable watch or device or music players switched off in bags
- bring only writing equipment and calculators, where permitted to the exam table
- avoid the need to share or borrow equipment
- hand in work that is their own
- avoid plagiarism without acknowledgement
- If you need to use the toilet during the exam, raise your hand and ask a supervisor. When given permission, you should go quietly to the rear of the exam room. Fill out the details in the Toilet Book on the back desk before you visit the toilet. Make sure you return to your seat quietly.

- If you feel ill during any exam, inform the supervising staff and the First Aid Officer will be contacted.

At the end of the examination

- All papers will be collected before students are allowed to leave the exam room.

Students are to:

- hand in at least one sheet per question/section even if a non-attempt has occurred
- hand in the question paper
- hand in answer papers as directed by the teacher in charge of the examination
- leave the room quietly and in an orderly manner as directed
- move away from the exam room before talking

Students who do not comply with these procedures may receive a zero for that exam paper.

ELECTRONIC DEVICES INCLUDING MOBILE PHONES

Students are not permitted to take mobile phones, electronic devices or wearable technology into the room when completing an examination or in-class assessment task. Mobile phones may ring, disturbing concentration, and students may be tempted to use mobile phones and devices to cheat.

Students may choose to either leave their mobile phones in their bags turned off **or** submit them to the supervising teachers to be taken to the Deputy Principal for secure storage until the end of the examination or in-class assessment task. The School will not take responsibility for any mobile phones left in bags and recommends that all electronic devices are not brought to School on exam days.

Students who are found with a mobile phone, electronic device or wearable technology during an examination or in-class assessment task will have breached the examination rules. Penalties can include loss of marks or zero marks for the examination or in-class assessment task.

Any student in breach of the examination rules must complete an incident report at the end of the examination. Reasons for breaching examination rules needs to be clearly explained. The report must be submitted with the examination or in-class assessment task.

The Supervising Teacher will also complete an incident report with details including nature of the offence, times and other relevant information. The Teacher must submit the report to the Head Teacher of the course.

The Assessment Review Panel will make a final decision on the penalty received based on all evidence presented.

Students who breach the examination rules could jeopardise their eligibility for the award of the Higher School Certificate.

ASSESSMENT SCHEDULES

Students can access and download the Assessment Schedules for each of their Preliminary or HSC courses from **APHS Connected 121** (URL goo.gl/Rfhm4f) under Stage 6 Assessment.