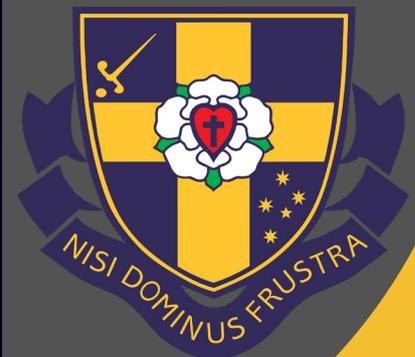


Year 11 2023

# Student Assessment Booklet

The College  
of St. Paul's



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*Hard work beats talent when talent doesn't work hard.*

Quote attributed to Tim Notke – basketball coach

## St Paul's College Year 11 Assessment Booklet

Welcome to the Year 11 Course. This handbook provides information about the requirements of the NSW Education Standards Authority (NESA) and St Paul's College for your Year 11 subjects.

Schools are required to submit information to NESA about student achievement in the Year 11. This information is derived from the internal assessment program for each course of study. The focus for this booklet is on requirements around Year 11 assessment.

Important information about HSC enrolment, assessment, exams, results and the consequences of breaking rules can be found in the *HSC Rules and Procedures Guide* on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Subject specific information about Year 11 and HSC assessment requirements can be found via syllabus documents on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

Further information around the requirements of the Year 11 Record of School Achievement (RoSA) and HSC credential can also be found at the NESA Assessment Certification Examination (ACE) website:

<https://ace.nesa.nsw.edu.au/>

### Year 11 Student Responsibilities

The completion of Year 11 and the HSC year involves a number of responsibilities on the part of students. In order to maximise their potential, students should note the following responsibilities:

- Students should be punctual in attending scheduled classes, whether these classes are within the timetable or offline. Students should note that missing a scheduled lesson in order to work on a major work is not justifiable or permissible.
- Students should engage with class tasks, homework tasks, and holiday homework in a genuine way. Students should view all learning experiences as opportunities to hone their skills and knowledge; all tasks should be attempted to the best of their ability.
- Students should facilitate a productive learning environment for themselves and their peers.
- Students should understand that studying in the Learning Hub during lessons where they are not required to attend a scheduled class, is a privilege.
- Students should maintain meaningful dialogue with their teachers. Students should ensure that they engage in informed questioning within the classroom in order to clarify any material of which they are unsure. They should submit drafts, in a timely fashion, to their teachers for consideration and feedback.
- Students should take responsibility to catch up on work that has been missed. Students should take the active role in liaising with their teachers, often outside of timetabled class time, in order to determine the specific work that needs to be completed.
- Students should provide documentation to verify all absences from scheduled classes, including classes that are conducted off-line, such as extension courses.

## 1. The purpose of assessment

Students in Year 11 are eligible for the Record of School Achievement (RoSA). The RoSA is an exit credential that students receive if they leave secondary education after the end of Year 10, but before the completion of the HSC. Schools assign grades from A to E for students at the completion of the Year 11 course. These grades are derived from students' performances in the whole of the assessment program for each subject. In an assessment program, subject teachers set assessment tasks such as tests, research projects, essays and practical tasks. Each student completes these assessment tasks to meet the requirements of the course.

**Students must make a genuine attempt to complete all assessment tasks in each course studied.**

## 2. Notification of assessments

**Assessment schedules** are provided for each subject by their classroom teacher. The schedule provides an outline of the following:

- the number of assessment tasks – a maximum of 3 per subject
- the general nature of the task
- the term and week within which the task is due
- the syllabus outcomes that the task will assess
- the percentage weighting attached to each task
- the ways that mandatory assessment components will be assessed across the course

**Assessment task notifications/ criteria sheets** provide specific information about individual assessment tasks and are issued at least two weeks prior to the due date via Student Café. This information includes:

- the precise nature of the task
- the due date
- the percentage weighting and might include the raw mark value
- the conditions for submission and/ or completion
- assessment criteria
- drafting protocols

It is a student's responsibility to ensure that the work is submitted on time or that they are present for an assessment task. It is also the student's responsibility to access assessment task notifications/ criteria sheets via Student Café.

The '**Year 11 2022 Schedule of Due Dates for Assessment Tasks**' provides an outline about the assessment tasks for all Year 11 subjects in due date order. This outline is subject to change; students can be issued with an updated schedule if significant alterations to due dates have occurred. The purpose of this schedule is to assist students to plan their work so that they can avoid placing themselves under significant pressure.

Whilst dates in the schedule are accurate at the time of printing, the source of truth about the due date of an assessment task is always the assessment task notification/ criteria sheet that is uploaded to Student Café two weeks prior to an assessment due date.

## 3. Absence from assessment tasks

If a student is unable to complete an assessment task because of illness, permissible leave, a genuine family crisis or misadventure, the College should be notified as soon as possible before or after the absence and it

should be identified that they will miss a Year 11 assessment task. This information should be directed to the Director, Teaching and Learning.

Students will be required to complete an 'Application for Special Consideration.' A copy of this form is in the appendix of this booklet; further forms are available from the Director, Teaching and Learning. Appropriate documentation (for example, a medical certificate) should be provided to substantiate an application for special consideration. This should be timely and dated by the appropriate professional on, or very soon after, the date of the missed task. The application for special consideration should be submitted to the Director, Teaching and Learning within 5 school days of the missed task.

Decisions around the resolution of an application for special consideration will be made by the Director, Teaching and Learning. In most instances, students will complete the assessment task or a substitute task. This will be completed immediately on returning to school at a time determined by the College. Failure to complete assessment tasks on re-scheduled dates will result in the record of a zero mark for the task if unsubstantiated by further appropriate documentation.

Students will be penalised if they are absent unless they can satisfy the requirements for special consideration. Family holidays do not meet those requirements.

The consequences of a student being absent for an extended period or suffering some ailment which would prevent them adequately completing the task will be dealt with in consultation with the Director, Teaching and Learning.

#### **4. Late assessment tasks**

Where there is no valid reason for the late submission or completion of an assessment task, penalties will be applied as follows:

- 1<sup>st</sup> day 50% penalty
- 2<sup>nd</sup> day additional 20%
- 3<sup>rd</sup> day additional 10%
- 4<sup>th</sup> day additional 10%
- 5<sup>th</sup> day additional 10%

Computer failure will NOT be accepted as a valid excuse for lateness; this includes emails that fail to send and uploads of incorrect documents. It also includes technical issues with computers. Drafts should be saved and printed; back-up copies should be made.

Students are expected to submit all tasks even if a zero mark has been awarded. Failure to submit a task may endanger the student satisfactorily completing their Year 11 course and their ability to commence the HSC course in that subject.

#### **5. Applications for extensions**

Extensions may be granted at the discretion of the Director, Teaching and Learning in consultation with the classroom teacher. Students will be required to complete an 'Application for Special Consideration,' as outlined, above, in Section 3. Appropriate documentation will be required. Students might also be required to provide evidence of progress in the relevant assessment task.

Students need to make an application for an extension well before the due date (not within the four days leading up to the due date) or as soon as possible prior to the due date, in the case of illness or misadventure.

## **6. Assessment malpractice: collusion, copying, plagiarism and other forms of cheating**

All Year 11 students have completed the NESA 'All My Own Work' modules and sign confirmation of entry documents that acknowledge this completion. These modules assist 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 studies. Students will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

Students must submit their own work and acknowledge sources and other forms of assistance. Substantiated instances of malpractice will result in a '0' mark for the assessment task. Collusion - aiding and abetting cheating - may also result in a '0' mark for the assessment task for all students involved. In such cases, students will be made to re-sit the assessment task at a time convenient to the College; zero marks, however, will stand.

All submitted tasks will be uploaded to Student Café through Turnitin. This is an internationally used program that provides reports on plagiarism detection. Appropriately referencing sources will avoid charges of assessment malpractice. Questions about appropriate referencing can be directed to classroom teachers.

## **7. Notification of penalties and processes for review and appeal**

Parents or guardians of the student will be informed, in writing, of any breaches of this policy and the subsequent penalties. Failure to complete an assessment task, or a non-serious attempt, will result in the award of a '0' mark and the submission of an 'N' (non-completion) warning notice. The student will be required to re-sit or complete the task at a time that is convenient to the College.

Formal warnings of a possible 'N' determination will also be sent to parents and guardians as appropriate. These letters should be countersigned by the parents or guardians and returned to the Director, Teaching and Learning within five days of their receipt.

Should a student receive a '0' mark or any other penalty for an assessment task, a review of the procedures relevant to the determination may be requested. The review will be conducted by Director, Teaching and Learning in consultation with classroom teachers and/ or the relevant Head of Department and other College personnel as deemed necessary. Assessment procedures – as outlined in this booklet - of the College and the rules of NESA will be the basis for the review.

If a student's appeal, as outlined above, is unsuccessful, the student may then appeal to the NSW Education Standards Authority (NESA). The College will advise the student on the procedure for such an appeal.

As a general rule, students cannot question the marking of an assessment task. Teachers' judgment of the work of individual assessment tasks is not subject to review. However, if it appears that marks have been added incorrectly, or if there are questions about how marks were allocated, questions can be posed to the classroom teacher.

## 8. Processes for assessment tasks deemed to be invalid or unreliable

If all students have not had equal access to the full range of marks in an assessment task, so that the results data is unreliable in terms of differentiating students based on what they know and can do, then the task may be deemed invalid. Teachers or students who have concerns in this regard are to approach the Director, Teaching and Learning, who will consult with key staff in order to determine a pathway forward.

## 9. Vocational Education and Training (VET) courses

St Paul's College offers VET subjects in 2 main areas:

1. Curriculum Frameworks Courses
2. NESAs Endorsed Courses – Content Endorsed Courses.

Curriculum Frameworks Courses:

- count towards ATAR if students choose to sit the HSC exam
- award a vocational certificate that is recognised across Australia.
- include the VET courses of Hospitality and Primary Industries (Agriculture)

NESA Endorsed & Content Endorsed Courses:

- do NOT count towards ATAR
- do not require students to sit an external HSC exam
- award a vocational certificate

Unlike other subjects, assessment schedules are not issued for VET subjects, because of the different nature of the assessment procedure.

All VET courses have a work placement component. For 120 hour course, 35 hours work placement, for 240 hour course, 70 hours work placement. Work placement is a compulsory component of all VET Courses.

## 10. The Record of School Achievement (RoSA): leaving school before the HSC

Students who leave school after Year 10 but before they have completed the HSC are eligible for a RoSA (Record of Student Achievement). This document states all of the courses they have completed. This is a progressive document, and student results from Year 10 and Year 11 courses are included. The RoSA can be requested when a student decides to leave.

Students can request a copy of their entry to the Year 11 or HSC Course at any time from the school if they wish to use it for the purpose of job seeking, scholarship applications or university entrance programs for example. See the Director, Teaching and Learning for more information.

**Assistance: Key College Personnel**

<b>Staff Member</b>	<b>Role</b>	<b>Area of Concern</b>
Ms Anita Morton	Principal	General
Ms Kym Armstrong	Director, Teaching & Learning	Subjects, Assessment, NESAs, Teaching & Learning
Ms Caroline Clancy	Deputy Principal - Students	Wellbeing
Mr Peter O'Neill	Deputy Principal - Staff Head of Mathematics	Mathematics Advanced, Mathematics Standard 1 & 2,
Mrs Laura Chettleburgh	Head of English	English Advanced, English Standard, English Studies, English Extension
Mrs Simone Crossley – Term 1 Ms Kym Armstrong – Terms 2-4	Head of Science	Biology, Chemistry
Miss Eliza Flanigan	Careers Teacher	Careers Pathways, Subject Selection, University, TAFE
Mrs Michelle Wilson	Head of PDHPE	PDHPE, CAFS
Mr Malcolm Thomas	VET, School Based Traineeships Head of TAS	Agriculture, Hospitality, Sport & Recreation, Primary Industries Industrial Technology,
Mrs Sarah Cunningham	Coordinator, Learning Enhancement	Learning and Exam Support
Miss Courtney Brogden	Head of HSIE	Ancient History, Business Studies, Legal Studies
Mrs Cath Gilmour	Head of CAPA	Music, Visual Arts



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## Alteration to Stage 6 Pattern of Study

This form needs to be completed in all instances where a student changes a subject, or a level within a subject, after the commencement of the academic year.

This form is to be submitted to the Director, Teaching and Learning, before the change is made.

Name: \_\_\_\_\_ Care Group: \_\_\_\_\_

Year level: \_\_\_\_\_ ATAR / Non-ATAR (Please circle)

Current subject for alteration: \_\_\_\_\_

Proposed subject: \_\_\_\_\_

Reasons for change: \_\_\_\_\_

New Pattern of Study:	
Subject	Units
<b>Total no. of units</b>	

Parent/ Guardian: Name Signature

\_\_\_\_\_

Careers Advisor: \_\_\_\_\_

Teacher of current subject: \_\_\_\_\_

Teacher of proposed subject: \_\_\_\_\_

KLA Coordinator/s: \_\_\_\_\_

Change approved: \_\_\_\_\_ Date: \_\_\_\_\_

Director, Teaching and Learning





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## Student Assessment: Application for Special Consideration - 2022

- Extension  
 Appeal for consideration due to illness, accident or misadventure

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

**Subject:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Nature of Task:** \_\_\_\_\_

**Due Date:** \_\_\_\_\_

Reason for Appeal / Extension request: \_\_\_\_\_  
(or attach statement) \_\_\_\_\_

**Documentation attached:**                      Yes                                            No                     

I declare that all of the information provided in my documentation is true.

I give permission for the Principal of St Paul's College, or their nominated agent, to obtain further details from any person who has provided documentation to substantiate this application for special consideration.

\_\_\_\_\_  
*Signature of Student*                      *Date*

\_\_\_\_\_  
*Signature of Parent*                      *Date*

**Teacher's Recommendation:** \_\_\_\_\_

**Director, Teaching and Learning decision:**

**Reasons for decision:**

- Penalty of \_\_\_ %  
 Extension approved  
 New due date: \_\_\_\_\_  
 Alternative task to be completed  
 Estimate to be generated  
 Task to be submitted with penalty  
 No extension granted

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

\_\_\_\_\_





