



JOHN TERRY CATHOLIC HIGH SCHOOL

ASSESSMENT HANDBOOK 2018- 2019

HSC



School Office Hours

The school office is open for enrolment, fees and general business from 8.00 am until 4.00 pm.

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Dear Student,

Congratulations on your commitment to completing your Higher School Certificate. This commitment is an important one, requiring thought, planning and preparation as it guides you towards your future. Please read this handbook carefully as it gives you information on how the HSC works, the John Therry Assessment Policy and Procedures and the HSC 2018-2019 Assessment Schedule. The details provided ensure that you understand the commitment required to complete each course successfully.

Completing the HSC requires a significant step-up in responsibility and requires students to set sound goals for the future. When you undertook senior study at the start of 2018, you were asked to:

- Support the Catholic ethos of the school
- Strive for personal excellence:
 - Set personal goals to achieve your personal best and strive for continual improvement
 - Be an active participant in the learning process (commit to completing set tasks in given time frames, additional reading and research)
 - Maintain a love for learning (be motivated to study)
 - Be ready for the big moments in the year (Assessments, Exams and the HSC)
- Respect others
- Be committed to service and working for the common good
- Be committed to abide by school policies, including those regarding the wearing of the school uniform, school behaviour expectations and high levels of attendance

We wish you luck in your HSC and hope you will strive hard to achieve these goals and become a proud John Therry graduate.

The John Therry Community

This booklet contains information on the following:

- information on the nature and purpose of HSC Assessment
- student responsibilities regarding assessment tasks, and the consequences of failure to submit assessment tasks
- details of procedures relating to assessment tasks, including how and when students will be notified of tasks, to whom and how tasks are to be submitted, whether the electronic submission of work is acceptable, what happens in cases of late submission and absence from tasks. These details also include illness/misadventure provisions and the general procedures the school will adopt in the event that there are problems with a task
- Honesty in the HSC, what constitutes malpractice in tasks and school policy and procedure to deal with any form of malpractice brought to its attention
- feedback students can expect on their performance in assessment tasks and on their ranking in individual courses
- guidelines on how students can resolve any concerns about the outcome of a task and rank, including school reviews and appeals
- details of assessment programs in all courses, including NSW Education Standards Authority (NESA) Assessment requirements, and a list of all tasks for each of their courses showing the nature of each task, its mark value and its approximate date
- information on the final *Assessment Rank Order Notice*, including when and how it can be obtained
- Important websites

A. What is Standards-Referenced Assessment?

The Higher School Certificate requires the study of a variety of courses with rich and varied learning experiences. Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learned and the level of achievement that they will need to demonstrate.

For this reason, the New Higher School Certificate will have a standards-referenced approach to assessment and reporting. A standards-referenced approach to assessment and reporting means that the achievements of a student are assessed and reported against specified standards that are established for each course.

In the Higher School Certificate these standards are:

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

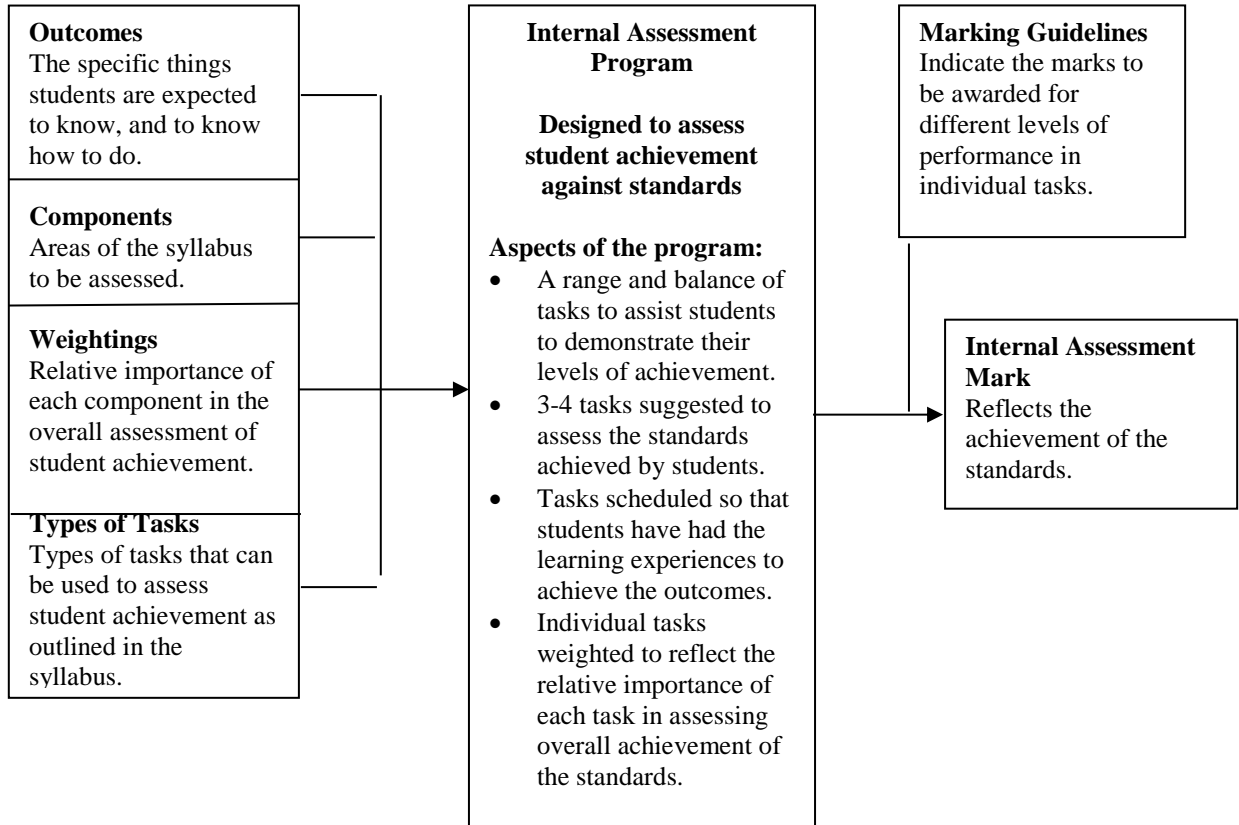
Together, they specify what is to be learned and how well it is to be achieved.

A standards-referenced approach provides how students know what they are expected to learn and the standards against which they will be assessed. Examination questions in the new Higher School Certificate will be linked to syllabus outcomes and clearly indicate what students are expected to demonstrate in their responses, what is to be achieved.

The diagram on the next page shows how each of the elements of the internal assessment program plays a part in the assessment of student achievement in relation to standards. NESAs requires internal assessment programs to be developed using the mandatory components and weightings in the syllabus.

Assessing Standards

Elements of an Internal Assessment Program



B. What is internal HSC Assessment?

Internal Assessment for the HSC Board Developed Courses

For each Board Developed Course, the school will be required to provide NESA with a mark for each student. The mark must be calculated in accordance with the NESA's requirements for that course.

The internal assessment mark is to be based on the HSC course only (except in Mathematics) and will incorporate the mandatory assessment components and weightings found in the syllabus document for each subject.

The HSC Assessment Schedules printed in Section 2 of this booklet include the mandatory assessment components and weightings for each course. The mark submitted to NESA is to indicate the rank order of students and the relative differences between them in terms of their achievement.

Board Endorsed Courses

Schools are required to submit internal assessment marks for students undertaking any HSC Board Endorsed Course, in line with NESA's endorsement of those courses.

Vocational Education and Training Courses

Schools are not required to submit internal assessment marks for these courses. The only mark awarded in HSC VET courses is the Trial HSC mark which is used to determine students' ranks.

The new industry curriculum frameworks will use a competency-based approach to assess and report student achievement.

This means that student achievement is assessed and reported against industry competency standards as prescribed in national training packages. Industry competency standards describe the tasks performed by competent workers in the workplace. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. A unit of competency is broken down into elements of competency. These elements describe the aspects or components of competency. Each element of competency has a number of accompanying performance criteria. These criteria provide an outline of the actions required to be assessed as competent in the element of competency. All students undertaking an industry curriculum framework will undergo competency-based assessment. These courses give dual accreditation for the HSC as well as an Australian Quality Framework (AQF) qualification recognised throughout Australia.

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

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

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

Students opting for a non-ATAR pattern of study may wish to withdraw from the HSC exam. Documentation will need to be completed by students and parents so NESA can be notified and the student be exempted from the exam.

Work Placement

This is a **mandatory** NESA requirement for Year 11 and 12 students undertaking a VET course as part of their HSC pattern of study. It is also a component of any course recognised by the Vocational Education and Training Accreditation Training Board (VETAB).

Work Placement involves negotiation between the school and the employer about the course learning outcomes to be achieved on the job. It also involves competency-based assessment of industry recognised skills and knowledge which is reported through a Student Placement Journal.

Work Placement Requirements

240 hour course – a minimum of 70 hours of work placement is mandatory.

All VET courses currently being offered at John Therry are 240 hour courses – that is – they are studied for both Years 11 and 12. This means that students are expected to complete 35 hours of Work Placement for each year of study.

Students who do not complete Work Placement will **not be eligible** for the award of this subject for their HSC and they may be issued with an N determination by the Principal.

Students who only complete the Preliminary HSC VET courses (do not continue with the course in the HSC year) will obtain a ‘Statement of Attainment’ acknowledging the units that have been completed. In this case, only ONE placement is required to be completed.

For internal assessment it is important to remember:

internal school assessment will provide:

- a measure of a student’s attainment
- an order of merit
- the assessment mark will be based on the HSC course only (except in Mathematics)
- there will be a balance between the assessment of knowledge and understanding outcomes and course content, and skills outcomes and content
- the assessment schedule for each 2-unit course will generally include between 3-4 tasks
- a range of assessment tasks will be used as outline in the syllabus
- individual tasks will be usually worth between 10% and 40% of the total assessment mark
- where appropriate, the types of tasks used for internal assessment may be broader than those used in the HSC examinations for the course. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wider range of outcomes to be assessed than may be possible in the external examination.

Note that in the schedules provided to you by the subject teacher and on the school website:

- the same outcomes may be assessed by more than one task
- one task can assess more than one component

C. When Does Assessment Begin?

HSC Assessment commences after completion of the Preliminary Course (generally in Term 4 of Year 11)

D. How is My Mark Reported?

- the HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject
- the syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected
- **Internal assessment tasks will contribute to 50% of your HSC mark.** Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course
- the other 50% will come from the HSC examination
- your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding
- For a 2-unit course, Band 6 (90-100 marks) indicates the highest level of performance and the minimum standard expected is 50 marks.

On satisfactory completion of your HSC (Appendix 5) you will receive the following:

- The HSC Testamur
(the official certificate confirming your achievement of all requirements for the award.)
- The HSC Record of Achievement
(This provides formal recognition of students' senior secondary school achievements and will include students' Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades.)
- Course Reports
(For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.)

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 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 gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable (Appendix 4). 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, NESAs will report matters to the Independent Commission Against Corruption.

Senior Assessment (Year 12)

John Therry Catholic High School Policy

In the light of these guidelines and the school's philosophy and values, our Assessment Policy aims to demonstrate justice and concern and a respect for the needs and rights of each student and staff.

- Each KLA has drawn up an assessment schedule following the course guidelines from NESAs. As a result, students will be informed for each course, the areas to be assessed, the type of task that is to be used and the weighting of each assessment task for that course. Feedback will be provided to the students on the strengths and weaknesses of their performance.
- All assessment tasks will be entered on an Assessment schedule, a copy of which will be given to the students at the beginning of the course.
- When a piece of work is to be used for assessment, at least two weeks' written notice will be given in advance. In the case of absence, it is the student's responsibility to make himself/herself aware of assessment tasks and requirements. An electronic version of assessment tasks will be published on the Google classroom page for the course to ensure student access.
- When assessment tasks are set and presented to students, a clear indication in writing will be given by the teacher of the date for submission. All work due for assessment is to be submitted to the teacher by 8.45 am on the due date and a class roll is to be signed for verification purposes. An official receipt will be issued to each student as proof of submission (Appendix 1).
- To allow students adequate preparation time, no assessment tasks will be issued or due in the one week prior to a formal examination period, nor will they be issued or due during the examination period itself. Similarly, for one week after the conclusion of a formal exam period, no assessment tasks will be due. Tasks which contain an in-class component, for example an oral or a performance, may, however, still be scheduled in this period provided that the preparation/research component has been completed prior to the assessment-free time and at least two weeks' notice has been given.
- No assessment task is ever to be placed in a teacher's pigeonhole, on the teacher's desk or given to another teacher to pass on. If for some reason the subject teacher is away from school on the date a task is due, the KLA Coordinator will arrange for the collection of the tasks.
- No extension will be given for computer problems of any sort – however, if a student has a problem printing off work, they may bring a disk/thumb drive to school to finalise the task. In this case, students should ensure that they report the problem to the class teacher and submit the disk/thumb drive by the specified time. Students should also ensure that they utilise software compatible with programs in use in the school to enable accessibility to electronic versions of tasks.
- If a student submits an assessment task late without a valid reason or previous discussion with the teacher/KLA coordinator, he/she will be at risk of being penalised by being awarded a zero for that task and at risk of receiving an N Warning letter (Appendix 5). A task that is one or more days late must still be submitted and, if necessary, a student will be placed on detention, either during or after school hours, to complete the task. In each case, the student will need to complete an Illness/Misadventure form (Appendix 2). The KLA coordinator, in discussion with the Curriculum coordinator will decide. The Principal's decision will always be the final one.
- Students shall receive marks for all individual tasks and be made aware of how they relate to the components of the course and they will be notified of their rank after each task. Students will receive written and verbal feedback about their performance identifying pathways for future improvement. Their cumulative rank for the course will be distributed at key reporting periods.
- Where a teacher has granted permission for students to submit tasks electronically, it is the student's responsibility to ensure that the task is submitted on time using compatible software and to the correct

email address. Submission must be completed using the Diocesan Intranet to enable the school to verify submission details. The teacher will acknowledge receipt of the task via a reply email. If no reply is received, the teacher should be informed in person, so the problem can be resolved.

- Any student found cheating or who knowingly helps another student to cheat or who submits work which is established not to be his or her own (Appendix 4), will be reported to the Principal and be awarded a mark of 'zero' and issued an N Warning letter (Appendix 5) for that assessment task except in extenuating circumstances. If a student does not make a serious attempt in an assessment task a 'zero' mark and an N Warning letter will be issued.
- In cases of doubt regarding the originality of work submitted by a student, an N Warning letter (Appendix 5) will be given and he/she may be asked to undertake a further task e.g., an oral presentation and/or questioning to establish the degree of understanding of the material.

**Whenever a 'zero' is awarded for an assessment task, the KLA Coordinator will inform parents in writing and issue the student with an 'N' determination warning letter (Appendix 5).

Any appeals regarding Illness/Misadventure, N Warning and/or assessment rank will be addressed by the school panel for appeals. The panel at John Therry Catholic High School to review any student's appeal will consist of the following personnel:

- The Principal
 - The Curriculum Coordinator
 - The relevant KLA Coordinator
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- ** Student Appeals Forms can be obtained from the Curriculum Office.
 - ***Refer to Appendix 6 for the Assessment Appeal Process for VET courses

Senior Assessment (Year 12)

The Student's Responsibilities and Requirements

- Each student is expected to perform all tasks, which are part of the Assessment program for each of their subjects. This expectation extends to class work which serves as preparation for formal assessment. Any student who does not satisfactorily complete a task to the standard will receive an N Warning letter.
- If a student knows that he or she will be absent from school on the day an assessment task is due for completion/submission, it is the student's responsibility to notify the relevant KLA Coordinator sufficiently in advance so that an alternative arrangement for submission/completion can be negotiated, if possible. If the task is submitted on behalf of the student on the due date before 8.45 am, no penalties will apply. If this is not possible, however, it is a requirement that the task is submitted prior to the due date. Students who fail to comply with this procedure may be viewed as not having submitted the task and will be subject to the same penalties as a non-submission.
- No individual exams will be conducted ahead of schedule to accommodate such absences. Any change to this policy will only be with the direct permission of the Principal.
- In the event of unforeseen absence, as with illness, the school must be notified and a doctor's certificate along with an Illness/Misadventure form (Appendix 2) is required to verify the nature of the student's illness.
- Students must ensure that electronic tasks are submitted via the Diocesan Intranet to enable verification should a problem arise. To ensure access, it is also the student's responsibility to use software which is compatible with those programs in use in the school.
- It is the student's responsibility to undertake the task (including exams), or a similar one, if he or she misses an assessment task. The student should notify the relevant KLA Coordinator upon their return to school after such an absence. Students may be required to do the task on the first day of their return to school.
- Students who miss a task or make a late submission, must complete with necessary documentation/evidence, an Illness/Misadventure form if an appeal against it is justified. This form must be submitted to the relevant KLA Coordinator within 2 school days after the student returns or it will be assumed no appeal is to be lodged and the assessment mark will be marked accordingly. Illness/Misadventure forms and advice are available from the Student Service Office.

NOTE:

- *All valid Illness/Misadventure related issues will be dealt with at the end of the course and this may result in a change in the cumulative mark and/or rank.*
- *Students cannot be granted an adjustment to their assessment mark through Illness/Misadventure for more than 50% of their total mark.*
- *It is a NESAs policy that no Illness/Misadventure will be granted in the HSC for chronic and/or long term conditions*
- For cases which fall outside these requirements, the Principal, in conjunction with the Curriculum coordinator, will make the final decision on the appropriate course of action to be followed.
- Where there is no valid reason for non-completion of an assessment task, a 'zero' mark will be recorded for that task. Parents will be informed in by phone call and/or writing if a student misses a

task, or fails to complete one, and a valid excuse has not been presented and students will be issued an 'N' Determination warning letter.

- Students studying for the Higher School Certificate must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. If a student fails to comply with this, the Principal will issue an 'N' or Unsatisfactory determination for that subject (Appendix 5).

Points To Remember

- Be aware of **when** your assessment tasks are on:
 - check your schedule for each subject you are doing
 - check the term planner for exact dates of tasks
 - make sure you know what type of task each one is e.g., hand-in/in class.
- If you are **away** when a task is handed out, it is **your** responsibility to get a copy from your teacher when you return to school, or to check the relevant subject Google Site or your school email account for the electronic version of the task.
- Be aware of the **date/time** of submission of tasks and make sure you **sign** a roll to show you have handed it in on the correct date. Keep your task receipt as proof of submission.
- **Never** put an assessment task on a teacher's desk or ask another teacher to take it for you. It is your responsibility to get the task to the teacher yourself. If there is a problem, see the KLA Coordinator – if you are absent then see the Curriculum Coordinator. The Student Service Office is available for submission for late tasks from 8.15am – 8.40am daily.
- If you are unsure about a task, always check with your teacher about exactly what you are being asked to do. If they are unavailable, see the KLA Coordinator.
- If you have any questions regarding assessment procedures, please follow them up with the Curriculum Coordinator to ensure correct school policy is followed.

Absent from a test or exam, or late with an assessment task:

A student who is absent from a test or exam, or who wishes to hand in **late Assessment Tasks**, must obtain and submit an **Illness/Misadventure Form** and report to the KLA Coordinator and/or teacher of the course immediately on his/her return to school.

It is the student's responsibility to inform the school if he/she is to be absent on the day of an Assessment Task. See flowchart (Appendix 3)

Ill during an exam or an in-class assessment task:

In the case of a student becoming ill during an examination or an in-class Assessment Task, he/she should inform the teacher who is supervising, even if he/she is able to complete the task. At the earliest possible opportunity, he/she should obtain and submit an **Illness/Misadventure Form** and consult the KLA

Coordinator and request consideration. Depending on the situation, the student might be asked to re-sit the exam, his/her mark may be varied, and a record will be kept.

Extended Absences

An absence from school for an extended period is of extreme concern, as a student could fail to meet the outcomes of courses.

Students must be committed to the successful completion of the HSC pattern of study and regular attendance at school is, therefore, essential. Students will find it difficult to achieve outcomes of a course if absent for an extended period. For this reason, the school cannot approve long absences, unless a guarantee is given that the student will be engaged in some form of schooling while absent. For example, private tutor or enrolment at a school while overseas.

It is the parent's responsibility to provide documentation that this will or has been done. If this is not done the student may have to repeat his/her current year of study.

Family holiday in school time?

Parents and carers are encouraged **not to** withdraw their children from school for family holidays. Families should try to arrange holidays during school vacations. If the family holiday is planned during school time, the family needs to speak with the Principal in advance and apply for an 'Exemption from Attendance at School' (forms available at the School office). Applications will be approved at the Principal's discretion and only in exceptional circumstances.

If a student must be absent from school, it is important to tell the school and provide a reason for the absence. To explain the absence, parents and carers may:

- Send a note, fax or email to the school;
- Telephone the school or; and
- Visit the school

All absences **must be** explained to the school.

Make-Up Examinations

If the exam period is still current, the student will be scheduled to do the exam in the first available timeslot upon their return to school. If the exam period has concluded, the Curriculum coordinator will notify the student that the examination will be conducted as soon as possible after the original date in an after-school examination session.

Late Task Submission

If a student is absent when a task is due to be submitted, he/she must submit the task immediately on the first day they return to school unless an alternative arrangement has been made with the relevant KLA Coordinator.

Variation of Student Assessment Mark

In the case of justified prolonged absence, illness or misadventure (supported by evidence), the mark may be aligned for the assessment component of the task. An aligned mark will be based on the previous assessment performances of the student and moderated by the KLA Coordinator at the end of the course/reporting period to ensure fairness. This may result in a change in the cumulative mark and/or rank.

The KLA Coordinator in consultation with the Curriculum Coordinator approves any variation to marks, including full and partial penalties.

The grounds for variation may include:

- illness just prior to a test or in-class assessment task which did not totally incapacitate the student;
- illness during the test;
- factors other than illness which may have affected the preparation of submission of an assessment task.

Frequently Asked Questions

What Happens if:

I miss an assessment task or exam because I am absent?

Immediately upon your return to school, you must submit the task with correct documentation. You may obtain an Illness/Misadventure Form from the course teacher or KLA Coordinator, fill in the details, providing all relevant evidence to support your case.

If absent due to illness – you will need to complete an Illness/Misadventure form (Part A to be completed by the doctor) and provide a Doctor's Certificate that covers the days you were absent. This is to be given to the KLA Coordinator (or Year Coordinator for exams) that the task is for so that it can be attached to your work.

If absent because of an unexpected event – you will need to complete an Illness/Misadventure form (Part B to be completed by your parent/care giver/witness) explaining the reason for your absence. This is to be given to the KLA Coordinator (or Year Coordinator in the case of exams) that the task is for so that it can be attached to your work.

If the reason given is not considered 'acceptable', it will be followed up by the KLA Coordinator and Curriculum Coordinator, if necessary.

In the case of missing an exam, the same rules apply as for any task – **but you must be prepared to sit the exam on the first day you return to school.** If it is an extended absence, an alternative task may be given. This decision will be made by the KLA Coordinator for each particular subject/course that is affected. (Appendix 3)

I hand a task in late or I am late for an exam?

If the task is not handed in on the due date and there is no Illness/Misadventure form submitted to explain the reason for the lateness, then you will be at risk of being penalised by being awarded a **zero** and an N Warning letter for the task. However, if the task is submitted late and there is a valid explanation, then the KLA coordinator, in consultation with the curriculum coordinator will decide. The Principal's decision will always be the final one. A task that is one or more days late (without explanation) must still be handed in for marking by your teacher – but you will not receive any marks for this towards your final assessment mark. The reason

you still need to hand the task in is so that your teacher can still see whether or not you are meeting the outcomes of the course.

For school-based exams, if you are late for an exam you will not be given extra time (unless you can provide evidence of extraordinary circumstances – this does not include sleeping in or missing the bus). You will be able to sit the exam but only in whatever time is left available to the rest of the students.

For the HSC you will not be permitted extra time under any circumstances – but you may put in a misadventure form if there has been a good reason as to why you were late.

My computer crashes and I lose all my work or my printer fails and I can't print my assessment task?

There will be no extension given for computer problems of any sort – so you would be advised to always keep a written copy that you can show your teachers as proof that you have done the task.

If you have a problem printing your work, you may bring your disk to school to get it printed – but remember your program will have to be compatible with those at school; otherwise you will be left with the situation of not having an assessment task to present.

I submit my task electronically but the teacher doesn't receive it?

You need to check with your teacher to tell them you have sent the task if you have not received a reply email to confirm its submission. Your teacher will ask you to log on to the Diocesan Intranet to prove that you sent it and to verify the time/date. If you have used a private email address, you will not be able to prove submission and will be penalised.

I plagiarise or copy work?

Any student found 'cheating' or who knowingly helps another student to cheat or submits work which is established not to be his or her own, will be reported to the Principal and awarded a 'zero' for the task except in extenuating circumstances.

If a teacher has concerns regarding whether the work submitted by a student is actually theirs, the student may be asked to verify their understanding of what they have submitted e.g., oral presentation/questions to answer ...

I only complete some of the tasks that are used for assessment?

All students studying for the HSC must make a 'genuine' effort to complete all assessment tasks that are set as part of the school assessment schedule. Any student who does not complete at least 50% of the school assessment jeopardises the award of their HSC Course and can be deemed to be Unsatisfactory in that

subject/course and will be at risk of being N Determined for that course– which means he/she will be unlikely to receive a HSC as he/she will not have completed enough courses satisfactorily.

I only complete the assessment tasks, but no other class work?

BOSTES sets a number of criteria in regard to gaining a HSC. The most important one of these is that students have “applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.” (Appendix 5)

In other words, you must make a concerted effort to do all the work set by your teachers – otherwise you can jeopardise your HSC regardless of the assessment you may have completed and be N Determined.

I feel I need an extension to complete an assessment task because of unusual circumstances?

If a student has a problem in completing a task on time for one reason or another, he/she must complete an Illness/Misadventure form to give to their class teacher. The teacher will request the student to submit whatever has been completed of the task up till that point. If applicable, the student may be given additional time to complete the task- for example, a visual arts body of work.

NOTE: In the HSC exams, extensions are never granted.

If there is still a problem, the matter will be followed up with the Curriculum Coordinator.

I am scheduled to go on Work Placement for my VET course and another assessment task is due?

Work placement is a mandatory component of any VET course and is therefore not negotiable. The timing of placements is determined by Macarthur Workplace Training and is not a school-based decision. If you have to sit for an exam/in-class assessment during your work placement, you need to see the KLA Coordinator sufficiently in advance to make an alternative arrangement to complete the task. If you cannot submit the task yourself, you will need to make arrangements to have the task submitted (by someone else) according to policy guidelines. You are advised to alert the KLA Coordinator to your circumstances in the event that a problem occurs. The work placement should **not** be interrupted to come to school to submit/complete a task. Work placement does **not**, however, mean that you do not have to complete assessment tasks.

I am required represent the school at a sporting or other official event.

Notice is usually given for these events. It is the student’s responsibility to alert their teacher of this conflict of interest. In general student will be required to complete and submit assessment task in advance for these events.

I want to access my Assessment Rank Order.

Students will see the order in which they have been ranked in their school for each course. Students will be notified by NESAs of the date when this will be available. The *Assessment Rank Order* can be accessed on Students Online

What Disability Provisions Are Available?

In accordance with the *Disability Discrimination Act 1992* (Commonwealth) and the *Disability Standards for Education (2005)* (NSW), Special Provisions are concessions that may be made by BOSTES in situations where certain students may have a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

reading the examination questions; and/or

communicating his or her responses

The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, establishment of a special test centre, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

NESA does not offer any guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity. Applications with supporting documentation to support eligibility are submitted to NESA where a determination is made as to whether to grant Disability Provisions to the student or not. A right of appeal to NESA is available to those students whose applications are unsuccessful.

Disability Provisions can apply to internal assessment, so an early determination of the needs and status of the student is advantageous.

For more information go to:

<http://www.boardofstudies.nsw.edu.au/disability-provisions/>



Appendix 1
JOHN TERRY CATHOLIC HIGH SCHOOL
NOTIFICATION OF AN ASSESSMENT TASK

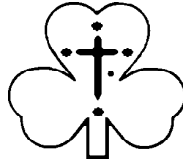
YEAR GROUP:			
SUBJECT/COURSE:			
NOTIFIED ON:			DUE DATE:
TIME ALLOWED:			
WEIGHTING:			
TASK DESCRIPTION:			
COMPONENTS (SYLLABUS)			
OUTCOMES ASSESSED:			
TOPICS:			

<p>Declaration of Originality: <i>I hereby declare that this submission is my own work and that to the best of my knowledge and belief it contains no material which has been copied or plagiarised from other sources including the internet, past/present student's work and other printed material.</i> <i>I have made and retained a copy of this original Assessment Task.</i></p> <p>Signature of student: _____ Date: _____</p>

 STUDENT RECEIPT OF SUBMISSION

SUBJECT:	LATE: NO <input type="checkbox"/> YES <input type="checkbox"/> TIME: ____
STUDENT NAME:	DATE SUBMITTED:
TASK TITLE:	TEACHERS SIGNATURE:





(Appendix2) **Illness or Misadventure Form**

This form has been developed to assist you in applying for consideration in the event that:

- you are prevented from attending an Assessment Task (class test or formal exam); or
- prevented from submitting a task on time because of illness or misadventure; or
- you consider that your performance in a task has been affected by illness or misadventure immediately before or during an assessment period

You may not submit an appeal on the basis of:

- difficulty in preparation or loss of preparation time. For example, as a result of long term illness during the year
- alleged deficiencies in tuition
- long term illness unless you suffer a flair-up or exacerbation of the condition during the assessment period
- misreading an exam timetable or exam instructions

You should attend every examination session if at all possible. Do not miss an exam merely because you do not feel able to do your best.

Your appeal must be lodged as soon as you return to school.



**JOHN TERRY CATHOLIC HIGH SCHOOL
ASSESSMENT TASK LATE SUBMISSION APPEAL FORM
ILLNESS & MISADVENTURE Years 10-12**

STUDENT TO COMPLETE THIS SECTION

Student Name _____ Year _____
 Subject/Course _____ Teacher _____
 Today's date: _____ Due date of assessment/In-class task or test _____

Task: _____

Nature of task (*Tick one*) In Class task or test ___ Hand in Assessment Task ___ Formal Exam ___

Reason for Appeal (*Tick one*):

ILLNESS _____ **MISADVENTURE** _____

Explain how unforeseen Illness or Misadventure has prevented you from submitting this task on the due date or prevented your attendance on the day of the in-class task/examination.

Doctor's Certificate and declaration attached: Yes ___ No ___

Student Signature _____

Parent Signature _____ **Date** _____

- Assessment mark (or zero) resulting from appeal entered in KLA Mark book
- Assessment returned to student with decision of appeal _____ **Date** _____

KLA Coordinator Signature

KLA to complete

Curriculum Coordinator to complete

Result of appeal:

- Upheld** due to Illness / Misadventure
- Denied** - Comment _____

- Action to be taken:
- Mark task and award marks to student.
- Mark task to determine achievement of outcomes but "zero" mark awarded for task.
- Send a 'N' Warning letter to the student

Curriculum Coordinator signature



STUDENT RECEIPT to be kept in diary



NAME _____ **YEAR** _____

SUBJECT _____ **TEACHER** _____

TASK HANDED IN WITH MISADVENTURE FORM YES _____ NO _____ (*Please tick*)



JOHN TERRY CATHOLIC HIGH SCHOOL

Illness / Misadventure Form Years 10-12

The person completing this form must not be related to the student.

PART A

Independent Evidence of Illness

Please complete Part A or Part B or Both

Diagnosis of Medical condition: _____

Date of onset of illness: ____/____/____

Date(s) and time(s) of all consultations related to illness _____

Please describe how the student's condition / symptoms could impede their performance in the relevant task: _____

Name of doctor or health care professional _____

Profession _____ Place of work _____

Address _____

Contact Number _____ Signed _____ Date _____

PART B

Independent Evidence of Misadventure

To be completed by Doctor/Medical practitioner

Date of event causing misadventure ____/____/____

Were you a witness to the event Yes / No

If (NO), how did you obtain the information you are providing? _____

What is your relationship to the student? _____

Describe the event _____

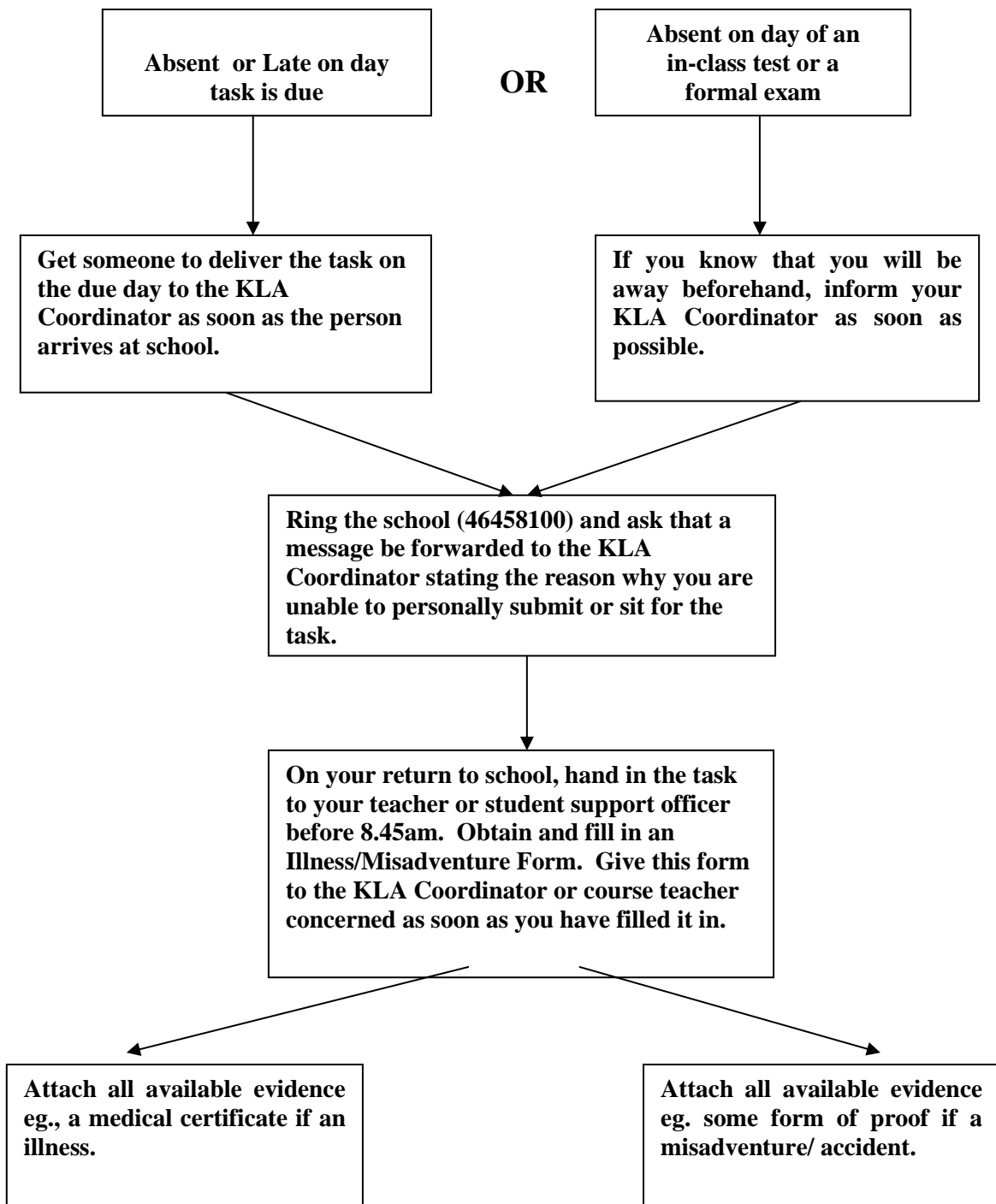
Name: _____ Profession: _____

Contact Number: _____ Signed _____ Date _____



Appendix 3:

Assessment Procedures To Follow When:



N.B. If you fail to follow this procedure, you will be awarded a mark of zero for the relevant task. Submission of an illness/misadventure form will not, however, automatically result in the task being included in your course assessment mark. Your appeal will be considered by the KLA Coordinator and, if necessary, the Curriculum coordinator. You will be notified of the decision. An appeals process is also available to student following this initial decision

Appendix 4: Malpractice in the HSC

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Appendix 5: N Determination

Section 8019 of the Assessment Certification and Examination (ACE) website states that to meet the course completion criteria, principals must have sufficient evidence that a student has:

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

Students are also expected to make a genuine attempt at assessment tasks which total up to more than 50 per cent of available marks. Completion of tasks adding up to a total of exactly 50 per cent is not sufficient. In the case of competency-based courses, it is a matter for the principal to determine whether the attempts made by the student to complete the course are genuine.

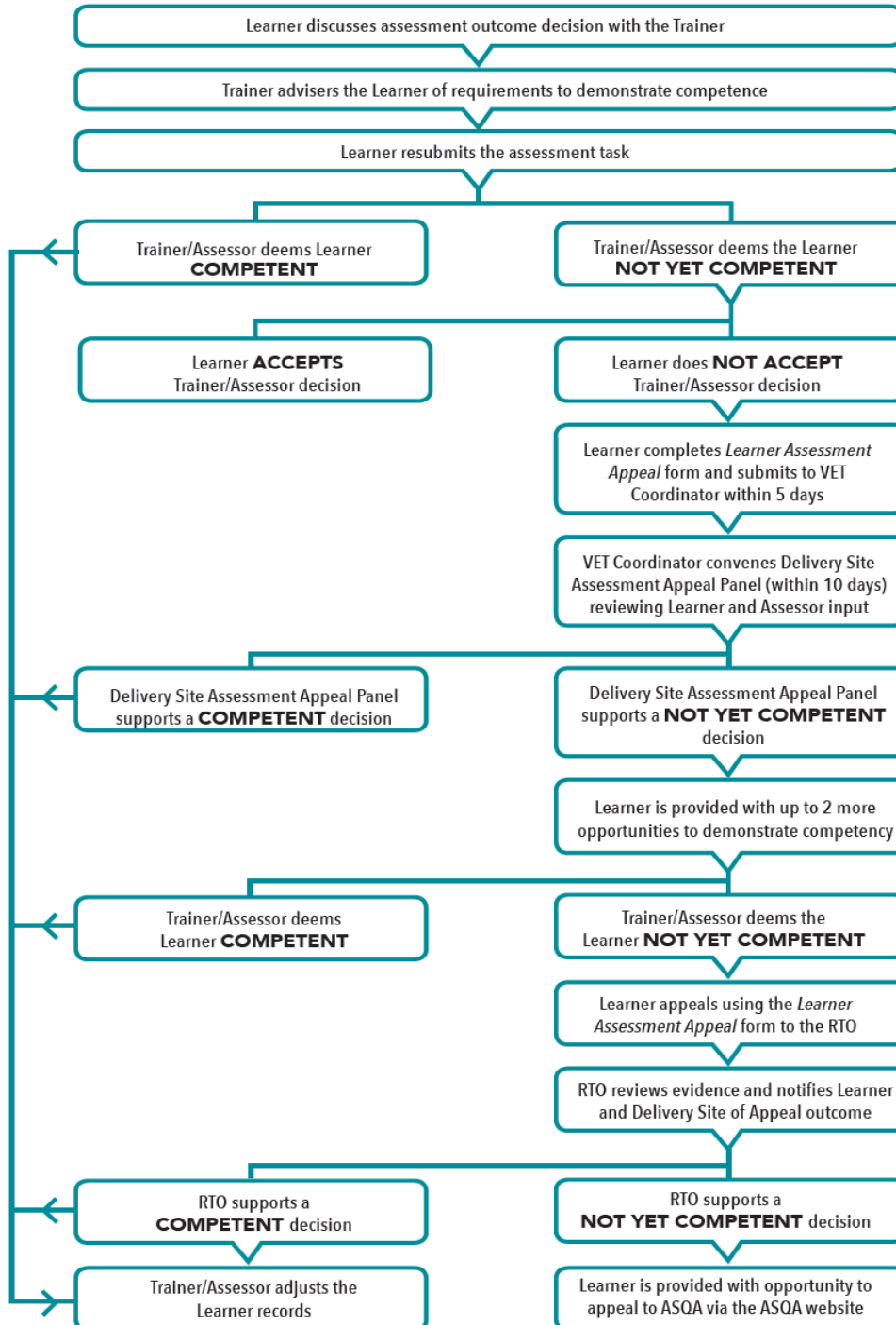
N Determinations can also be issued if the Principal determines that, as a result of absence, the above course completion criteria have not been met.

Reference: <http://ace.bos.nsw.edu.au/ace-8019>

Appendix 6: Assessment Appeal Process

CATHOLIC EDUCATION | DIOCESE OF WOLLONGONG

RTO ASSESSMENT APPEALS PROCEDURE



John Therry Catholic High School

HSC ASSESSMENT PROGRAMME

Name: _____

Year/Class: _____

Task Issued (Student's Initial)	Task Name:	Task Number	Task Submitted/Date (Student's Initial)	Teacher's Initial



Glossary of Key Words

A glossary of key words has been developed to help provide a common language and consistent meaning, across all Key Learning Areas and stages. Using the glossary will help students to understand what is expected in class work, homework, examinations and assessment tasks.

Text:	Anything which communicates ideas, thoughts or feelings e.g., a poem, a story, a sculpture, a painting, an advertisement, a film, a speech, a mime, a cartoon, music, a performance, an e-mail.
Composer:	Whoever creates a text.
Responder:	Whoever receives and reacts to a text e.g., reads, sees, hears.
Purpose:	Why a text is created e.g., its desired result i.e., to inform, to persuade, to educate.
Target Audience:	A group of responders for whom a text is composed/created.
Subject Matter:	What a text is about.
Genre:	The classification of a text by subject matter, e.g., romance, thriller, mystery, fable, science fiction.
Context:	The circumstances or environment in which a text is composed, set or responded to e.g., historical, social, cultural, economic. In Visual Arts, context is referred to as “frame”.
Medium of Production:	Text form, written, spoken or visual.
Font:	Size and style of print e.g., bold , <i>italics</i>
Graphics:	A visual form of communication e.g., drawings, diagrams, photographs, cartoons, angles of boxed items, shading which can be used to communicate with the responder.
Layout:	The arrangement or plan of the page e.g., headings, subheadings, graphics and fonts.
Register:	Use of language that is appropriate to the purpose, audience and context. Different levels of language include: <ul style="list-style-type: none">• Formal: Correct use of language.• Informal: A more relaxed use of language e.g., conversational, colloquial (everyday) or slang.• Jargon: language used by and among a particular group of people e.g., doctors, lawyers, computer users.
Style:	Manner of communicating through choice of language, spoken, written or visual.
Tone:	The composer’s attitude towards the subject and audience of the text revealed through style e.g., emotional, sympathetic, ironic.

Structure of Text:	How the different parts of a text are organised to achieve a purpose e.g., a narrative structure – orientation, complication, resolution; visual structure – angles, framing, left-right/top-bottom positioning, vectors.
Language Features & Structures:	<p>The details of language:</p> <ul style="list-style-type: none"> • Prose texts – paragraph structure, sentence structures, punctuation, language level (register), word choice e.g., subjective, objective, emotive, persuasive and biased. • Poetry texts – stanzas, imagery, rhyme and rhythm. • Visual texts – framing, use of colour, positioning of people and objects, shape, size and the relationship between parts. • Spoken texts – idioms, pauses, use of silence, questions, speaker interaction. <p>Poetic language devices, e.g., metaphor, personification, imagery etc. can also be used to respond to all texts, including visual ones.</p>
Account:	Account for: state reasons. Give an account of: narrate a series of events.
Analyse:	Identify parts and how they relate to each other.
Apply:	Use in a particular situation.
Appreciate:	Judge the value of something.
Appropriated Text:	A text which has been taken from one context and translated into another to gain new insights into the original text and to highlight the contextual differences.
Assess:	Judge the value, quality, outcomes results or size of something.
Calculate:	To work out from facts, figures or information.
Clarify:	Make clear or plain.
Classify:	Put into classes or 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:	A logical and reflective approach which increases accuracy, depth, knowledge, understanding, quality.
Deduce:	Draw conclusions.
Define:	State meaning and identify basic qualities.
Demonstrate:	Show through examples.
Describe:	Provide characteristics and features.
Discuss:	Identify issues and provide arguments for and against.

Distinguish:	Indicate or show the differences between.
Evaluate:	Judge using criteria; determine the value of.
Examine:	Look at closely to identify information
Explain:	Show cause and effect, identify relationships between things, state how and/or why.
Extract:	Choose relevant and/or appropriate details
Extrapolate:	Identify, recognise and name new information based on what is already known.
Globalisation:	The blurring of national identities into a worldwide grouping, e.g., economic, cultural, social, ethnic.
Interpret:	Make clear the intended meaning.
Investigate:	Form plan of action to look at closely and identify information and draw conclusions about it.
Justify:	Support an argument or conclusion with evidence.
Outline:	Briefly and generally state the main ideas or features or give a general description.
Postmodern:	Approach, particularly in Visual Arts and literature, in which traditional ideas are challenged or blended. All texts are open to individual interpretation and no idea is regarded as fact.
Predict:	Suggest what may happen based on available information.
Propose:	Put forward a point of view, idea, argument or suggestion for consideration or action.
Recall:	State remembered ideas, facts or experiences.
Recommend:	Give reasons in favour of.
Recount:	Retell a series of events.
Summarise:	State briefly the relevant details.
Synthesis:	Connect the parts to make a whole.
Transformation:	The use of an existing text to create a new text.

Australian Tertiary Admission Rank (ATAR)

Each year approximately 40 000 out of the 62 000 students who complete the NSW Higher School Certificate (HSC) apply through UAC for courses offered by NSW and ACT universities. For the majority of these courses there are more applicants than the places available. To enable universities to choose among applicants there needs to be a ranking of applicants to allow selection to take place.

What is the ATAR?

The ATAR is a rank, not a mark.

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

The average ATAR is usually around 70.00.

If every school student went on to achieve an ATAR, the average ATAR would be 50.00. But because some students leave school early and the ones who stay on to receive an ATAR are a smaller, more academically able group, the average ATAR is higher.

Who calculates the ATAR?

ATARs are calculated in each state to reflect a student's rank against other students in their state. In NSW, the ATAR is calculated and released by UAC. In the ACT, it's calculated by the ACT Board of Senior Secondary Studies and is released by schools. NSW ATARs are equivalent to those in other states. For example, an ATAR of 85.00 in NSW is equivalent to an ATAR of 85.00 in other states.

ATARs are not provided to NESA or individual schools.

How is the ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than two units of Category B courses.

Although eligibility for an ATAR requires completion of at least four subjects, the aggregate may be based on fewer subjects; for example, English (Advanced), HSC English Extension 1 and Extension 2, HSC Mathematics Extension 1 and Extension 2, and one other 2-unit course. You must still satisfactorily complete at least four subjects to be eligible for an ATAR.

Calculation of the ATAR in NSW is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee. For detailed information, read **Calculating the Australian Tertiary Admission Rank in New South Wales: A Technical Report**.

How scaling works

Just as individual units of different currencies are not of equal value (£1 is not the same as \$1), marks in different courses can't be compared because the courses are completely different. But just as exchange rates allow us to compare the value of different currencies, the scaling process allows us to compare marks in different courses properly and fairly.

Courses are scaled so that the mean and distribution of the marks obtained in the course are consistent with the mean and distribution of marks that the students taking that course obtain in all of their HSC subjects.

This means that courses that are taken by many students with high levels of achievement in all their courses (as is usually the case for courses such as HSC Mathematics Extension 2 and Physics) award a higher proportion of high scaled scores than courses that are mainly taken by students with an average level of achievement across all their courses. However, even in subjects that have a high proportion of high scaled scores, you still need to achieve a high HSC mark in order to obtain a high scaled score.

Your scaled marks, not your HSC marks, will be used to calculate your ATAR; high HSC marks do not always translate to high scaled marks. In fact, for most courses, your scaled mark will be lower than your HSC mark.

Your scaled mark in a course will be influenced by your position in the course and the scaled mean for that course. The example below shows a set of HSC and scaled marks corresponding to results at the 90th percentile for each course.

Course	Scaled mean	HSC mark	Scaled mark
Ancient History	48.0	89.0	77.4
Biology	52.8	89.0	78.4
Business Studies	48.2	89.0	77.2
Society and Culture	47.4	91.0	76.2
Physics	60.8	89.0	84.2
English (Standard)	40.0	81.0	63.2

Even though the highest HSC mark was for Society and Culture, it won't be included in the ATAR calculation. This is because in NSW the ATAR is calculated from 2 units of English (even if they are your lowest units, as in this example) plus the next best 8 units (to make 10 units in total), and in this example, Society and Culture has the lowest scaled mark of all the courses (apart from English). Scaled marks are not reported to students.

How are Extension courses scaled?

If you wish, you can complete a 2-unit course one year and the corresponding extension course in a later year. If you withdraw from the extension course, the marks from the 2-unit course that you have already completed will be available for inclusion in the calculation of your ATAR.

However, an extension course generally cannot contribute to the ATAR if the corresponding 2-unit course has not been satisfactorily completed.

ENGLISH EXTENSION COURSES

The unit value of the courses always stays the same regardless of whether you complete the courses in one year or over two or more years.

- English (Advanced) = 2 units
- HSC English Extension 1 = 1 unit
- HSC English Extension 2 = 1 unit

The two (or three) courses are available for inclusion in the calculation of the ATAR. The course/s with the highest scaled marks will be used first to satisfy the best 2 units of English requirement.

You must complete English (Advanced) to count HSC English Extension 1 (and you must complete HSC English Extension 1 to count HSC English Extension 2).

MATHEMATICS EXTENSION COURSES

Up to 4 units of calculus-based maths can be included in the ATAR calculation. HSC Mathematics Extension 1 has a different weighting (in terms of units) depending on whether it is paired with Mathematics (Advanced) or HSC Mathematics Extension 2.

If you study Mathematics (Advanced), then HSC Mathematics Extension 1 accounts for 1 unit.

If you study HSC Mathematics Extension 2 (2 units), then HSC Mathematics Extension 1 accounts for 2 units. This is calculated by doubling the mark received for the 1-unit course.

You can complete Extension 1 and Extension 2 without completing Mathematics (Advanced) (but you must complete HSC Mathematics Extension 1 to count HSC Mathematics Extension 2).

If you do complete Mathematics (Advanced) then go on to satisfactorily complete HSC Mathematics Extension 1 and HSC Mathematics Extension 2, your results in Mathematics (Advanced) will not be included in the ATAR calculation, even if you have excelled in it.

Accumulated and accelerated courses

Your ATAR is based on the aggregate of scaled marks in 10 units, irrespective of the year in which the courses are completed. This means that, subject to the approval of your school, you can accumulate courses for the ATAR over a period of up to five years, or you can accelerate your studies by attempting HSC courses while in Year 11.

The five-year period is a 'rolling period'; if you wish to go beyond the five years, your ATAR is based on your marks from the most recent five years.

Scaled marks are calculated in the year the courses are completed.

HSC MARKS AND ATARS

While both HSC marks and ATARs are derived from raw examination marks and moderated school assessments, they are calculated separately and are two very different measures of achievement. HSC marks provide a measure of your performance against performance bands while the ATAR ranks you among your entire age group (ie your rank among all 16 to 20 year olds in NSW).

If NESA provides UAC with amended HSC results, your ATAR will be automatically recalculated and UAC will notify you by email.

Find out more about the HSC on the **NSW Education Standards Authority (NESA) website**.

<https://www.uac.edu.au/future-applicants/atar/how-your-atar-is-calculated>

Understanding Assessment Schedules

Below is an example of a course assessment schedule. When reading a course assessment schedule it is important to remember:

- the assessment mark is based on the HSC course only (except in Mathematics)
- there is a balance between assessment of knowledge and understanding outcomes and course content, and skills outcomes and content
- there are generally 3-4 tasks in the schedule that need to be undertaken
- a range of assessment tasks are used as outlined in the syllabus
- individual tasks are generally worth between 10% and 40% of the total assessment mark
- the types of tasks used for internal assessment are generally broader than those used in the HSC examinations of the course. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wider range of outcomes to be assessed than may be possible in the external examination.

	Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
Assessment Item			Interest Study Project (Hand in)	Oral Presentation (In-class)	Class test	Research	Trial HSC
Date Due			<i>Term 4 Week 10</i>	<i>Term 1 Week 5</i>	<i>Term 1 Weeks 8/9</i>	<i>Term 2 Week 9</i>	<i>Term 3 Week 3/4</i>
Outcomes H1-H12			H1 H3 H5 H6	H1 H3 H7	H1 H5 H8 H7 H12	H1 H2 H3 H4 H5 H7	H1-H12
	C1	30	10	10			10
	C2	20			5	10	5
	C3	20			10		10
	C4	30				20	10
MARKS		100	10	10	15	30	35

Note that:

- The same outcomes may be assessed by more than one task.
- One task can assess more than one component.
- Later tasks carry more weight.
- To arrive at a student's final assessment marks the student's marks in each assessment task are combined.

****You will be provided with the HSC Assessment Grids 2018-2019 for all subjects/courses along with this booklet.****

Useful Websites:

- **BOSTES, NSW:**
<http://www.boardofstudies.nsw.edu.au/>
- **Students online:**
<https://studentsonline.nesa.nsw.edu.au/>
- **Key dates and Events:**
<http://www.boardofstudies.nsw.edu.au/events/>
- **Parents FAQs:**
<http://www.boardofstudies.nsw.edu.au/parents/>
- **ACE (Assessment Certification Examination):**
<https://ace.nesa.nsw.edu.au/>
- **Vocational Education & Training:**
http://www.boardofstudies.nsw.edu.au/voc_ed/
- **Stage 6 Life Skills HSC Profile of Student Achievement:**
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/lifeskills_studentprofile.html
- **HSC Course Descriptors:**
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf
- **HSC–University Pathways for Talented Students:**
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pathways.html



Senior Student Agreement HSC 2018-2019

John Therry Catholic High School is an active community where in the light of the Gospel and Marist tradition, a safe and caring environment is fostered, where there is a commitment to the rights and responsibilities of students and teachers and where every member of the community is encouraged to achieve his/her personal best.

Students will achieve this through:

- Embracing the Sacramental tradition of the Catholic Church and emphasising the values of justice, reconciliation and respect for human dignity and by applying themselves through positive participation in Religious Education lessons, excursions, Reflection Days and Retreats.
- Setting personal goals to achieve their personal best and also striving for continual improvement towards meeting the school's Graduate Statement goals
- Actively participating in the learning process in all aspects of school life
- Integrating social responsibilities with Gospel values, these being taught across the curriculum and modeled by students and staff.

As a senior student of John Therry Catholic High School receiving this HSC Assessment Handbook, you have taken on the responsibility to follow the procedures outlined.

- You understand that you are to complete and present all Assessment Tasks by the due date; and to be present for those Assessment Tasks held at the school.
- If you are unable to attend the school on the day of an Assessment Task you or your parents/carers should phone the school and explain your absence.
- You realize that if you fail to hand in an Assessment Task by the due date you will be penalised.

- If you miss any Assessment Task (test, exam or assignment) you must report to the KLA Coordinator immediately on return to school and submit an Illness/Misadventure Form.
- If you are unable to complete an Assessment Task for reasons of injury, ill-health or misadventure, you must submit an Illness/Misadventure Form.
- Any Assessment Task which is missed and for which an acceptable reason is not given, will be recorded as a zero score.
- You recognize that there is one major examination period for Year 12:
 - i) Trial Examinations: Week 3 -5 Term 3, 2019

As a member of the John Therry Catholic High School Community, I agree to support the spiritual, pastoral, sporting and academic dimensions of the school as outlined above.

I have read and understood the implications of the school’s assessment policy for the successful completion of my studies and fulfilling the course requirements.

Student’s name: Learning Group:
 Student Signature: Date:
 Parent Signature/s: Date: