



St Charbels College

Assessment Policy

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INTRODUCTION

The purpose of this Policy is to make clear the procedures, expectations, rules and protocols which relate to assessment at St Charbel's College. It is intended for the guidance of students, staff and parents. It should be read carefully. References are made throughout this document to the NSW Education Standards Authority (NESA/The Authority) (formerly NSW Board of Studies) *Assessment Certification and Examination Manual (ACE)* (2007). This manual is available on the NESA website.

SECTION 1

PURPOSES OF ASSESSMENT

The NESA defines assessment as “the process of identifying, gathering and interpreting information about students’ learning”. Assessment is a vital part of the teaching and learning program at St Charbel's College as it provides parents, teachers and students with valuable information about students’ learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

In Years 10, 11 and 12, assessment takes on the special significance of contributing to the award of important public credentials – including the Year 10 Record of Achievement, Preliminary Course Record of Achievement and Higher School Certificate.

All syllabus published by the NESA for Years 7 - 12 specify required learning outcomes. The purpose of assessment is to measure the extent to which students have achieved the learning outcomes at a given point in time.

There are no predetermined patterns of marks or grades superimposed on assessment tasks. The purpose is simply to measure and identify what students know and can do in relation to the required outcomes for each stage in the subjects they are studying.

EXTERNAL ASSESSMENT

NESA requires that, before students can progress to a Higher School Certificate (Year 12) course, they must satisfactorily complete the requirements of the relevant Preliminary (Year 11) course, and complete the NESA developed “**All my own work**” course. Students must complete 12 units of Preliminary courses before they can progress to the HSC year.

Preliminary courses

Throughout Year 11 the College conducts an assessment program in each course. The purpose of the assessment program is to enable the College to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary course. This will require the school to notify the NESA of student performance through the allocation of Grades for each subject. These grades will be reported on the students’ Preliminary Course Record of Achievement issued by the Board. Students must complete 12 units of Preliminary courses before they can progress to the HSC year.

Higher School Certificate courses

Over the four terms of Year 12 the College conducts an assessment program in each course. The Board of Studies requires that the College report a mark for each student in each subject which they are presenting for the Higher School Certificate. The purpose of the assessment program is to determine this mark through the administration of a variety of assessment tasks. The marks which are submitted to the NESA are moderated by the Board, based on the examination results achieved by the College’s candidates in

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each subject. The *moderated assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each subject*. Should the student suffer some misadventure at the time of the HSC Examination, the moderated assessment mark can become the basis upon which the Board provides an HSC result.

Thus, *in every Assessment Task in Year 12 students are working directly towards their HSC result*.

Following the HSC, students will receive a result notice from NESAs informing them of their;

- Examination mark
- Moderated Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Achievement band ranging from 6 to 1, where 1 represents an HSC mark less than 50 and is regarded as unsatisfactory.

SECTION 2

HSC COURSE PROCEDURES

The College's Assessment Policy contains procedures which ensure that students are made aware of their rights and responsibilities regarding assessment programs. The assessment policy contains:

- procedures for informing students about the assessment tasks
- procedures to ensure that appropriate tasks are used
- procedures to ensure marks accurately reflect relative differences in achievements between students within the group
- procedures for dealing with separate class groups in the same course
- procedures for recording and processing marks

The relevant Head of Department in consultation with the Director of Curriculum will ensure that the course assessment components and weightings given in the syllabus documents are adhered to in the course assessment program. This will be in the form of an assessment grid containing components, weightings and tasks.

THE ASSESSMENT PROGRAM

In Years 10-12, assessment is part of the public credentialing process. Strict rules are laid down by the NESAs and the College must obey these, both to maintain the integrity of the assessment process and to serve the best interests of all students. The rules which govern assessment are contained in this section.

ASSESSMENT CALENDARS

An assessment calendar will be published early in the academic year. The assessment calendar will indicate;

- the assessment tasks which will take place throughout the academic year
- in general terms what each task is intended measure
- approximately when each task will occur (with specific dates to be supplied later)
- what percentage of the final assessment mark each task contributes

NUMBER AND WEIGHTING OF TASKS

For its syllabus, the NESAs publishes strict guidelines relating to assessment programs including the number of tasks to be undertaken. The College requires Heads of Department to keep the number of assessment tasks to a minimum so that they do not interfere with the normal processes of teaching and learning.

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The NESAs states that in 2 unit HSC courses, “three to four tasks, including the trial HSC, are considered sufficient to adequately assess the components of most courses; for one unit courses, two to three tasks generally would be sufficient.”¹

Students should note that the nature of outcomes based assessment means that the final assessment mark allocated to each student must be an accurate numeric representation of their level of achievement of the specified outcomes of the course. While particular weightings are allocated to individual assessment tasks, Heads of Department are nevertheless required to ensure that final assessment marks reflect students’ overall level of achievement at the end of the course.

TYPES OF ASSESSMENT TASKS

According to NESAs guidelines, assessment tasks should be appropriate to the outcomes and components of the course being assessed. Types of assessment tasks could include: assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios and presentations of performance.

TIMING AND NOTIFICATION OF ASSESSMENT TASKS

Heads of Departments will negotiate a suitable date for each assessment task with the Director of Curriculum. Once determined, the date(s) will be placed on the Assessment Calendar.

Students will receive **at least two weeks’ notice** of a specific assessment task. Subject teachers will give the specific date. In the case of student absence when notices are distributed, it remains the student’s responsibility to check if they have missed any work or information during their absence.

The Head of Department will give to students, in writing, the specific date (or dates), and details of the task, the outcomes to be assessed, the marking criteria and any special submission arrangements.

In approving the dates for assessment tasks, the Director of Curriculum will endeavour to act to avoid students having to undertake more than one task on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than one task on any day, or has several successive days of assessments, providing that due notice has been given for each.

VARIATION FROM PUBLISHED ASSESSMENT PROGRAMME

Should it become necessary in unusual or unforeseen circumstances to change the date of an assessment task once it has been given in writing to students, the Head of Department will negotiate a new date with the Director of Curriculum and advise the students in writing. Wherever feasible the Head of Department will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that:

- a. the date will not generally be made earlier than that originally advised
- b. the weighting of the task in the overall assessment program will not generally be varied
- c. every consideration will be given to ensure that students do not suffer disadvantage.

EXTENSIONS

Extensions will only be granted by the Director of Curriculum in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an assessment task,

¹ HSC Assessment in a standards-referenced framework; a guide to best practice(2003)

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they must apply *in advance*, using Form A, *Request for Extension for Course Assessment Task*, to the Director of Curriculum. The request will be dealt with promptly, with a response given within 24 hours of the receipt of the request. Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION AND OTHER CASES OF MISADVENTURE – Ace Manual 11.13

ABSENCE DUE TO ILLNESS OR MISADVENTURE

If a student is very ill on the day of an assessment task or examination, they may not be able to attend. Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude their attendance. Such circumstances **do not** include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

Parents of students who will be absent for an “in class” assessment task or examination are requested to telephone the School Office (02 9740 0999) as early as possible to notify staff of the circumstances. To ensure that the significance of the message is understood and conveyed, it is important that the message advise that an assessment or examination is involved.

OTHER CIRCUMSTANCES RELATING TO ILLNESS OR MISADVENTURE

When a student presents themselves for an examination or assessment task while ill, or falls ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must complete Form B: *Appeal for illness/misadventure in an Assessment Task*, and include appropriate supporting evidence such as a Doctor’s Certificate (from a medical doctor who is not a relative), dated for the day of the assessment. This should be submitted to the Director of Curriculum on their return to school.

Illness or misadventure in the days immediately preceding an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the assessment task or examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

EVIDENCE REQUIREMENTS

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

Illness

Provision of a Doctor’s Certificate (from a medical doctor who is not a relative) dated on the date in question and clearly stating the nature of the illness.

Other cases of misadventure

Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the Director of Curriculum on the day of the student’s return to College, or earlier in the case of a prolonged absence. The Director of Curriculum will meet with the relevant Head of Department and class teacher, make a decision and place the documents in the student’s file. Students will be notified of the result of the appeal within 24 hours.

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SUBSEQUENT PROCEDURES IN RELATION TO ILLNESS OR MISADVENTURE

Where a student has missed attending an assessment task or examination, on the day of their return to College, they must see the Director of Curriculum who will determine, in consultation with the relevant Head of Department, how to proceed.

The Director of Curriculum will determine if it is appropriate and possible for the student to undertake a similar assessment task or examination; the student can be required to undertake the alternative task on the day of their return to College. Alternatively, it may be more appropriate to make an estimate based on other information about the student's performance. In general, the BOS states, it is preferable to administer a substitute task rather than submit an estimate. *Ace Manual 11.13.*

Should a student be absent from an assessment task or examination and fail to follow the procedures above **they will be awarded zero (0) marks.**

Where a student has attended an assessment task or examination while ill or subject to the effects of other misadventure, and their appeal is upheld by the Director of Curriculum, the following procedure will be followed:

1. Their paper will be marked along with all others.
2. The Head of Department will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
3. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted before assessment marks are submitted to NESA.

In cases where an estimate is awarded, the Head of Department will exercise their professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Head of Department cannot predicate estimates on a student's potential or ability alone. The student's rank order in the course may not necessarily be maintained.

LATE ATTENDANCE AT AN ASSESSMENT TASK OR EXAMINATION

Students who arrive late for an assessment task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Director of Curriculum who will liaise with the appropriate Head of Department to determine the appropriate course of action.

Students who arrive late for a College examination must report to the Director of Curriculum, who will determine an appropriate course of action. In general, the procedures of the NESA will be followed, *i.e.* students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal College examinations, the Director of Curriculum may exercise discretion in their regard; for external / public Examinations no such discretion is available.

SUBMISSION OF ASSESSMENT TASKS

To ensure the integrity of assessment tasks the College's assessment submission procedure must be followed by all students (See page 12). Failure to comply with some or all of the process may result in consequences such as a mark penalty or other disciplinary action. Assessment tasks are extremely valuable and must be handed in responsibly.

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In the case of all assessment tasks completed at home, the student is required to keep a good copy of the submitted task. A back-up copy on computer disk or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. **Loss of a task, either electronic or hard copy, will not generally be accepted as a valid reason for late submission.**

LATE SUBMISSION OF ASSESSMENT TASKS

Teachers will stipulate the date and time for submission of assessment tasks. Students should **not take time off** either on the day or in the week a task is due, to complete the task or study for a class based assessment task. This is considered unfair advantage and will be penalized. A doctor's certificate will be required to prove illness, and must be presented immediately on arrival at the College. Other consequences of a disciplinary nature may be applied, and will be notified to students and parents in writing.

Should a student not hand in an assessment task by the time and date on which it is due (without extension, a doctor's certificate or acceptable explanation), the following procedure will be followed:

- Marks will be deducted as follows:
 - 20% of the marks awarded for the first day late
 - a further 20% of the marks awarded for the second day late
 - a further 20% of the marks awarded for the third day late
 - a further 20% of the marks awarded for the fourth day late
- No further penalty will be applied; however, assessment tasks will not be accepted for credit more than seven (7) days late. Work submitted after that time will be reviewed but no mark will be awarded for credit.
- Students will be advised by the Director of Curriculum as soon as possible of late penalties which have been applied.
- A warning letter will be sent to the student's parents to inform them of the late submission, and outlining the penalties involved. Parents will be asked to acknowledge receipt of this letter.

EXTENDED LEAVE

The College recognises and supports families who wish to offer their children the significant experiences overseas holidays can offer. However, we must caution parents of the possible ramifications of extended leave on student academic performance.

The College policy is to provide 10 day's work to travelling students. The type of work set will depend upon the course and time of travel. In some cases, students will be travelling at times when assessment calendars are quite busy and this could impact on the student's final report.

Wherever possible, assessments should be completed prior to departure. Where it is not possible to complete assessments prior to departure (or on student's return) due to the nature of the task, or the duration of the leave, students will receive a 'zero' for that task. We will not calculate an estimated mark for assessments missed due to leave for holidays. When grading the student's achievement against outcomes on reports, we will use N for not attempted/assessed where students have not demonstrated achievement of the outcome (years 7-11). HSC students will be handled on a case by case basis.

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FAILURE TO SUBMIT OR UNDERTAKE AN ASSESSMENT TASK

Should a student fail to undertake an assessment task, or fail to submit an assessment task for so long that it may no longer be accepted for credit; the Director of Curriculum will notify the respective teacher and write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter. The penalty in such cases is the award of 0 marks for the task.

Students in Years 11 and 12 are warned that failure to submit or undertake Assessment Tasks worth at least fifty percent (50%) of the assessment marks will result in the Principal advising the NESA of their unsatisfactory completion of the respective course (N Determination). This is a requirement of the NESA in which the Principal has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student's eligibility for the HSC or Year 11 credential.

Non-serious attempts in assessment tasks or examinations may result in a zero for that task, which may jeopardize a student's result in the course.

'N' DETERMINATIONS

NESA has delegated to the to the Principal the authority to determine if students seeking the award of the Preliminary or Higher School Certificate at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued by the Authority.

The Principal will, therefore, determine if there is sufficient evidence that each student has:

- followed the course developed or endorsed by the Authority
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the College, and
- achieved some or all of the outcomes.

While the Board does not stipulate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. The Principal will give early warning of the consequences of such absences in the form of a letter to parents – relating the absences to the non-completion of course requirements.

Students may appeal an 'N' determination to the school, following the appeals process set out in this document.

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Allegations of plagiarism or other forms of malpractice will be reported to the Director of Curriculum and Head of Secondary, who will consult with the respective Head of Department to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents. A report to NESA must be completed stating the number and types of cases of malpractice at the College each year.

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ASSESSMENT SUBMISSION PROCEDURE – YEARS 11 & 12

1. Students must hand assessment tasks to the Director of Curriculum **before 8.20am** on the advertised due date. Assessment tasks submitted after 8.20am, without appropriate medical evidence, will incur 20% late submission penalty. No allowance will be made for students whose assignment is late due to printing difficulties.
2. Students who submit their assignment on time – on the day the assignment is due, but do not attend school that day due to illness, **MUST** present a doctor’s certificate to the Director of Curriculum.
3. In the case of in-class tasks – students must sign in at the office of the Director of Curriculum between 8-8.20am on the day the task is to be completed. Students who are late, without a doctor’s certificate, will be considered to have taken unfair advantage over the other students in the course, and will be penalised.
4. If students have completed the task before the due date, they may submit the task earlier, on the condition that all of the subsequent procedures have been followed.
5. Students must submit the task, in a plastic sleeve, with the assessment notification and marking criteria sheet. Where the task is a major work, it must be adequately wrapped and labeled, and include the assessment notification and marking criteria sheet. In some cases, the teacher may request a soft copy of the task, in addition to the hard copy. Students must include the task on an external thumb drive, or arrange to email their task to the teacher if appropriate.
6. Students must use **only** their NESA identification number on the task.
7. Students must sign the assessment task submission sheet provided by the Director of Curriculum at the time the task is submitted.
8. Any student who does not submit the task by the advertised submission time will be penalized at the rate advertised in Section 2 of the St Charbel’s College Assessment Policy. (If a student has filed a Request for Extension of submission date, which has been upheld, then the agreed new date will apply.)
9. The Director of Curriculum will follow up on late or non-submission of assignments with students and teachers.
10. The Director of Curriculum will maintain a list of late submissions and penalties, to be handed to the appropriate HOD.
11. Warning letters will be sent to parents to notify them of non-submission of tasks and the penalties applied and/or disciplinary action taken.
12. Students who consistently take unfair advantage through absence prior to or during assessment tasks will be followed up and run the risk of severe penalties being imposed.

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SECTION 3

APPEALS

APPEALS RELATING TO ASSESSMENTS

Appeals relating to the appropriateness of the marks awarded for any assessment task for Years 7-12 should be directed to the respective Head of Department at the time of the return of the assessment task.

For Year 12 HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, students have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the College's records and the appropriateness of its procedures. Appeals should be directed in writing to the Director of Curriculum, who will convene the Appeal Committee, comprising the Head of School, the Director of Curriculum, and the Head of Department. The student and/or their parents will have the right to speak to the Appeals Committee in support of the appeal, if they wish, but may not be present for the Committee's deliberations. Should the student not be satisfied by the ruling of the Appeal Committee they have the right of further appeal to the NESA within the timeframe published annually by the Board.

As stated in the *ACE Manual 8.13.18*: The school will return to the NESA an Assessment Review Schedule detailing all reviews sought by its students by the date shown in the Higher School Certificate Events Timetable.

The school must also inform the student of the outcome of the review. It must also advise the student of the provisions for a subsequent appeal to The Authority, including information about grounds for appeal.

APPEALS TO THE BOARD

Where possible, reviews will be resolved within the College. However, provision has been made for subsequent appeals to The Board. There is no appeal against the marks awarded for individual assessment tasks, only against the assessment process (See *Ace Manual 8.13.4*). If the appeal is upheld, The Authority will direct the College to conduct a further review.

APPEALS AGAINST 'N' DETERMINATIONS

Where the Principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form will be completed and a copy given, together with the Student Appeal Form, to the student, or sent to the student's home. The Principal will also advise the student's parents or guardians in writing of their right to appeal against the Principal's determination.

If an appeal against an 'N' determination is successful at the school level, NESA will be advised that the 'N' determination can be removed and the alternate grade/assessment mark recorded. If an appeal is unsuccessful at the school level, procedures laid out in the *Ace Manual 11.4.1* will be followed.

KEEPING OF MARKS

After the process of marking has been completed (see Section 5), teachers will insert student marks into the Markbook area of the College iWise network. Printed copies will be given to the relevant Head of Department and class teachers. Teachers will also record their classes' marks in their chronicle.

The HSC Assessment mark is calculated by adding the final weighted marks for each assessment task in the course. These marks are checked by both course teacher and Head of Department before being submitted to the Director of Curriculum. These marks are then submitted to the NESA.

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It must be noted that HSC Assessment marks submitted to the NESA are strictly confidential and may not be communicated to students at any time, however, students' course ranks will be included on their final report.

ESTIMATION OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The College is not able to provide reliable estimates of the ATAR. The final ATAR is calculated from data which has not yet been created while students are still at College, and to which the College has little or no access.

When an estimate of a student's ATAR is required for a vocational or similar purpose, the Director of Curriculum will provide the best estimate which can be derived from the available data. *However the College, the Principal and the Director of Curriculum disclaim any responsibility for the accuracy of any such estimate, which is provided only to assist students.*

SECTION 4

EXAMINATIONS

Students at St Charbel's College will all undertake very significant public examinations during their schooling. The College regards it as vital that training for the demands of examinations should begin early. Hence formal examinations commence in Year 9, but become more demanding in the senior years.

Examinations are conducted as follows:

Year 10

- Yearly Examinations in Term 4

Year 11

- Yearly Examinations held towards the end of Term 3

Year 12

- Half-Yearly Examinations held at the end of Term 1, or
- Trial Higher School Certificate Term 3
- Higher School Certificate, Term 4

RULES RELATING TO EXAMINATIONS

Please note that rules relating to Absence, Failure to Undertake an Assessment Task and malpractice, outlined in **Section 2**, also apply to examinations.

EARLY EXAM FINISHERS

The NESA rules that no student may leave the examination room before one hour has elapsed in any NESA examination. Similarly, no student may leave an examination room within the last half hour of an examination.

During internal examination periods, the College maintains its duty of care for students by providing supervision until the completion of the examination time.

EXAMINATION SETTING

Assessment for learning in a Standards Referenced Framework requires that examination papers be written to address the content that has been taught and to allow students to demonstrate achievement of the outcomes of the course being examined.

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To improve the process of writing examination papers such that they clearly and accurately assess students achievement of the course outcomes, and to ensure procedural fairness, a number of guidelines have been developed for teachers and faculties

- Examination questions will be mapped to course outcomes prior to being included in an examination paper
- A marking guide will be produced and submitted to the Head of Department for checking with the examination paper
- Examination scripts, examination papers and marking guidelines will be returned to students promptly at the completion of the marking process
- Examination outlines will be in written form, and given to students in classes in the course.

SPECIAL EXAMINATION PROVISIONS

NESA ARRANGEMENTS

The NESA has established procedures to assist candidates whose performance in examinations may be affected by a physical or intellectual disability or problem. Applications to the NESA are usually required by the end of the Preliminary year and must be made on the official NESA Application form.

Applications are processed through the Learning Support Department, and students should speak to the Learning Support coordinator as early as possible, if they are considering such an application, as considerable evidence is required.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the Board. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper.

Once the NESA has granted a special provision, the College will also endeavour to make the same provision during its own examinations. It is important to note that provisions granted for Stage 5 are *not* automatically carried forward for the Higher School Certificate. A new application must be submitted to the NESA at the appropriate time.

COLLEGE PROVISIONS

The College seeks to mirror The Authority's Special Provisions in its own procedures. Students who believe they may be entitled to a Special Provision for College examinations and assessment tasks should meet with Learning Support staff to discuss this.

In this context the following should be noted:

- Appeals relating to the College's determinations should be directed to the Director of Curriculum who will consult with the Learning Support staff and the Head of School.
- Once granted, a College Special Provision will generally remain in effect until the end of Year 10, by which time College determinations will have been superseded by determinations of the NESA.
- The granting of a College Provision does not pre-determine the decision of the NESA should a Special Provision be sought for the Higher School Certificate.
- Separate application is required for NESA Special Provisions.

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ADMINISTRATION OF SPECIAL PROVISIONS WITHIN THE COLLEGE

Some Special Provisions, such as the provision of a Writer and/or Reader, require considerable personnel resources *which may, at times, be beyond the ability of the College to provide*. To maximise the possibility of meeting the requirements of students, the following procedures should be noted:

- The Learning Support Department (LSD) will be responsible for the administration of all Special Provisions.
- Students with approved Special Provisions are not required to take further action in relation to formal College examinations. LSD personnel will endeavour to ensure that the requirements of all such students are accommodated.
- Students requiring extra time for assessment tasks (such as in-class tests) should notify their teacher as soon as such an Assessment Task is notified. It will be the responsibility of the teacher to liaise with the Head of Department to accommodate the student's extra time internally.
- Students requiring a Reader and/or Writer or the use of a personal computer (or another provision requiring extra personnel) for Assessment Tasks, must advise the teacher as soon as an assessment task is notified. Failure to give adequate notice may prejudice the College's ability to meet the request.

SECTION 5

REPORTING

The College formally reports on student progress four times each year:

- Mid year report for Years 7-11 at the end of Term 2
- Full year report for Years 7-10 at the end of Term 4
- End of Preliminary course report for Year 11 at the beginning of Term 4
- Mid year report for Year 12 early Term 2
- Full College Report for Year 12 following the Trial HSC Term 3,

Reports will use letter grades (A-E) to provide a "snapshot" of a student's progress in a course. Reports will provide information concerning the student's progress within each course, including a mark. Marks will be comparable across classes within the same course.

Full College Reports will provide detailed information concerning the student's progress within each course, including a mark and teacher's comment. Marks will be comparable across classes within the same course. The following additional information will be provided:

- Course Mean
- Place in Course.

NOTE: Parents of students with special education needs may request an alternate report format that better describes their child's performance, without comparing them to their cohort.

DETERMINING FINAL GRADES FOR STAGE 5 AND PRELIMINARY COURSE CANDIDATES

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of **what** and **how well**:

- **what** students are expected to learn; and
- **how well** they have achieved.

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The NSW syllabuses state **what** students at each stage are expected to learn. A to E grade scales describe **how well** students have achieved.

The Board of Studies, Teaching and Educational Standards has published course performance descriptors for each course at Stage 5, and a generic set of descriptors covering all Preliminary courses. They describe the main features of a typical student's performance at each Grade measured against the syllabus objectives and outcomes for the course.

Heads of Department will make a judgment regarding the most appropriate Grade for each student on the basis of available Assessment information and with reference to the relevant performance descriptors. The descriptors are to be interpreted in terms of standards that can be achieved by Stage 5 students / Preliminary course students within the bounds of the course. In the case of Stage 5, the same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10. Objectives from the affective domain (*ie* values and attitudes) must not be used in determining a student's Grade.

Generally, the Head of Department's decisions will be based on the order of merit resulting from the candidates' completion of the Assessment Programme for the respective subject. Grade boundaries will be determined by the course performance descriptors and by reference to the NSW Education Standards Authority on-line Assessment Resource Centre (ARC). However, before Grades are finalised, the Head of Department must review the initial Grades to ensure that no anomaly has occurred, particularly in the case of students close to the Grade boundaries established. An "on balance" judgment is required.

An "on balance" judgment involves the exercise of professional expertise and experience to determine to which performance Grade each student's overall results point. Heads of Department should consider the following points:

- The final on balance judgment will take into account strengths and weaknesses in performance across a range of contexts and over a period of time, considering evidence from all Assessment activities.
- Where evidence is not consistent, the nature and quality of the various tasks should be considered rather than just the amount of evidence.
- Each Grade description should be considered alongside descriptions for adjacent Grades.

FINAL MARKS FOR REPORTS

Final marks for Reports each semester provide a numeric summation of the student's achievement in relation to the required outcomes of the course at that stage. The procedures described here have been modeled on the requirements of the NESA as they apply to the Higher School Certificate.

YEARS 7-12

At the end of Semester one, only a small portion of the published Assessment Program has been completed. The Head of Department has the responsibility of ensuring that marks entered on College Reports are as accurate a reflection as possible of the student's achievement of the course outcomes at that stage. Final marks for Second Semester Reports for Years 7-10, 11 and 12, will be derived only from Common Tasks and Examinations as stipulated in the published assessment program for each course. As the Assessment Program has a currency throughout the academic year, the final report mark will reflect the student's achievement throughout the year, although the emphasis will be on their achievement at the end of the course.

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HSC Assessment marks for Year 12 will be derived from the full year's work, as notified in the Assessment Program. However, as final assessment marks are required by the NESAs to remain confidential, they cannot be reported by the College. Hence marks reported on the final Year 12 HSC College Report will reflect results in the Trial Higher School Certificate examination and may result in the report of slightly different ranks from those relating exclusively to the HSC Assessment Program.

NUMERIC VALUE OF REPORTED MARKS

The College's reported marks for Years 7-12 reflect current NESAs policy that satisfactory performance in a subject will result in a mark between 50 and 100. Grades, generally representing performance bands are allocated for Students in Years 7-10, and Years 11 and 12. No correlation between College marks and possible performance bands for the HSC should be assumed.

It is important to note that there are significant implications of this particular mark range. Some of these are:

- A mark of less than 50 is an unsatisfactory performance.
- Marks which may previously have appeared average or satisfactory may now represent performances considerably below average. Students and their parents are warned not to succumb to complacency based on a misunderstanding of what reported marks actually mean. The award of a mark below 50 may result in a review by the Head of Department.
- Assessment marks submitted to the NESAs for Year 12 HSC candidates are not required to reflect any measure of satisfactory performance. The College reserves the right to use the full range of 0-100 for reporting Assessment marks.

CONSISTENCY OF MARKING

Heads of Department have responsibility to ensure that appropriate marking procedures are followed to ensure a consistency of marking across different classes within the same course. Particular care is exercised with Year 12 assessment tasks and examinations. In all Year 12 examinations, students use candidate numbers instead of names. Numbers are not converted to names until marking has been finalised.

In each Department, the Head of Department oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary from department to department, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Procedures include

- one marker only marking an entire question or task
- pilot marking (*i.e.* teachers mark in teams until all are in agreement regarding the standard)
- double marking (*i.e.* two teachers mark each paper)
- check marking (*i.e.* a teacher sample checks the marking of others for consistency)
- group marking (*i.e.* teachers mark in teams, discuss standards and check each other's marking)

Each Head of Department is responsible for developing a policy in relation to this matter, and ensuring that staff are aware of it and implement it on all occasions.

TVET EXAMINATIONS

For all the Industry Curriculum Framework Vocational Courses offered, the NESAs offers an optional Higher School Certificate Examination. Undertaking the HSC Examination is one of several conditions which students must meet if they wish to have their result for a Vocational Course included in their Australian Tertiary Admissions Rank (ATAR). It is the policy of St Charbel's College to require all students enrolled in Vocational Courses to undertake the related HSC Examination.

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Nevertheless, the assessment of competencies is totally independent of written examinations. Students who demonstrate achievement of all the required competencies will be deemed to have completed the course successfully, irrespective of their level of achievement in written examinations.

CREDENTIALLING

Successful completion of a Vocational Course will result in the student

- having the course listed on their Higher School Certificate Record of Achievement and
- counting towards the minimum number of units required, and
- being issued with a credential listing the competencies achieved in the course.
- successful completion of the HSC Examination for the vocational Course will result in a mark for the course being reported on the Higher School Certificate Record of Achievement, and
- the mark for one Vocational Course being eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR), subject, however, to other conditions required by the Universities.

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APPENDIX A

Form A: Request for an extension of time

Form B: Appeal for illness/misadventure

Form C: Application for school review of an assessment task



ST CHARBEL'S COLLEGE
FORM A
REQUEST FOR AN EXTENSION OF THE DUE DATE
FOR AN ASSESSMENT TASK

Date Received: _____
Signed: _____

Student Name: _____

Homeroom: _____ **Date of Request:** _____

Course: _____

Teacher: _____

Task No: _____ **Task Due Date:** _____

Nature of Task: _____

Reason for Request:

Requested extension / New Task Due Date: _____

- Supporting Evidence:**
- Medical Certificate
 - Letter of Explanation

I declare that all the information supplied is true.

Student Signature: _____ **Date:** _____

Parent/Carer Signature: _____

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OFFICIAL USE ONLY:

Head of Department's recommendation:

Uphold Appeal

Dismiss Appeal

Comments:

Signed: _____

Date: _____ **Time:** _____

Director of Curriculum's decision:

Uphold Request

Deny Request

Comments:

New Task Due Date: _____

Signed: _____

Date: _____ **Time:** _____

STUDENT NOTIFIED OF DECISION

FILE COPY

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OFFICIAL USE ONLY:

Head of Department's recommendation:

Uphold Appeal

Dismiss Appeal

Comments:

Signed: _____

Date: _____ **Time:** _____

Teaching & Learning Coordinator's recommendation

Uphold Request

Deny Request

Comments:

Signed: _____

Date: _____ **Time:** _____

STUDENT NOTIFIED OF DECISION

FILE COPY

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ST CHARBEL'S COLLEGE
FORM C:
APPLICATION FOR SCHOOL REVIEW OF AN
HSC ASSESSMENT MARK

This form should be completed if you wish to apply for a review of the mark for a Higher School Certificate assessment task. The form should be completed, attaching any supporting evidence and should be submitted to the Director of Curriculum within twenty four of the release of the assessment mark. A decision regarding this appeal will be made within one school week.

Student's Name: (print)	
Course:	
Teacher:	
Assessment task details	

Please detail the grounds for your appeal in the space provided below and attach any evidence to this form.

Grounds for the appeal:

Student's signature: _____ **Date:** _____

Office use only:

Date received: _____ Reviewed by: _____

Date reviewed: _____ Decision: *Upheld/Rejected*

Final Mark: _____

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APPENDIX B

HSC Performances and Submitted Works

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HSC Performances and Submitted Works

The NESAs provide for performance examinations or submitted works in the following courses, offered at St Charbel's College for the Higher School Certificate:

English Extension 2
Industrial Technology
Music
Society and Culture
Textiles and Design
Visual Arts

These performances and works are developed over an extended period of time under the supervision of the school. From time to time, questions arise as to the content in some of these works. These questions vary depending on whether the work is only for HSC submission, for display or performance within the school or in the public domain such as On Stage or the published works in Extension 2 English.

Teachers of the above subjects will assist in ensuring that students give considered thought to the content of works submitted to a public examination that is expected to take into account broad community standards.

Other HSC courses provide for mandatory assessment tasks in the form of research projects. The following advice should be applied to such projects as well as performances and works submitted for the HSC examinations.

Performances

Consideration should be given to ensure

- minors are protected from material likely to harm or disturb them
- everyone is protected from exposure to unsolicited material that they find offensive
- Community concerns about depictions that condone or incite violence, and any portrayal of a person in a demeaning manner are respected.

Works may not be considered suitable for either showcase events or other audiences if they contain the following elements:

- offensive language, that is, language likely to cause outrage or disgust;
- violence, either real or perceived;
- references to the use of illegal drugs;
- sexual references or nudity;
- themes considered inappropriate for a general audience.

Submitted Works and Projects - General Exclusions and Prohibitions

Any HSC project that might be considered dangerous to health or safety may not be marked. In particular, student projects, major works, bodies of work, exhibitions and performances should not produce, display or use prohibited weapons, replicas, or related articles. Plastic toys and other objects that would not be mistaken for real weapons are permissible. Students using such toys to represent a weapon in a performance must advise the markers prior to their performance commencing.

Examples of prohibited weapons, replicas and related articles include, but are not limited to firearms; knives; cross-bows; archery bows and arrows; catapults; kung fu sticks or nunchaku; batons; spear guns, handcuffs and self-defence sprays.

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Students are required to ATTACH copies of individual subject requirements FOR SUBMITTED WORKS AND PERFORMANCES at the back of their Student Diary.

Major Works

Subjects with a submitted project or practical work have special requirements to ensure authenticity of students' work. These may include: logbooks, journals, or reflection statements throughout the development of their project or practical work. In some cases a viva voce or brief oral presentation on their progress and submission of logbooks is sufficient for teachers to monitor student works. Tasks may be broken down to multiple submission dates to monitor student's progress. Teacher and principal must state whether they believe the work is authentically the student's. Students must acknowledge any assistance they have received before submission to the NESA.

Evidence of regular monitoring of submitted works or performances

The 2 page sample proforma below will be completed and signed by student and teacher at three appropriate points during the research and writing process.

The original proforma will be kept by teacher as part of Project / Performance certification records. Students should receive a copy of the completed form.

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Suggested Proforma for Regular Monitoring of Submitted Works and Performances page 1

Submitted Work or Performance Proposal - Progress Report Student name:

To be completed and signed by student and teacher. Original to be kept by teacher as part of Project certification records. Students should receive a copy of the completed form.

	Student proposal:	Teacher comments:
General areas of interest		
Specific topic statement or project proposal		
Journal Sighted		
Statement of the specific aims and goals or objectives of your Project		
Statement of how the topic relates to the syllabus, including identifying specific concepts / outcomes		
Statement of which methodologies will be used in researching the topic, and why they are appropriate		
Outline of resources that can be accessed to research the topic		

Student signature: Date: / / Teacher signature: Date: / /

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Page 2

Submitted Work or Performance Proposal - Progress Report Student name:

To be completed and signed by student and teacher at three appropriate points during the research and writing process. Original to be kept by teacher as part of Project certification records. Students should receive a copy of the completed form.

Student comments:

Are there any changes to your topic statement or question?																					
Comment on the progress of your diary.																					
Comment on the progress of your research.																					
Comment on the progress of your writing and editing.																					
Outline your next steps towards completing your Project.																					
Questions or other comments.																					
Self-evaluation: locate your current position on the scale 1–10.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="5" style="text-align: center;"><i>Starting your Personal Interest Project</i></td> <td colspan="5" style="text-align: center;"><i>The finished Personal Interest Project</i></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<i>Starting your Personal Interest Project</i>					<i>The finished Personal Interest Project</i>				
1	2	3	4	5	6	7	8	9	10												
<i>Starting your Personal Interest Project</i>					<i>The finished Personal Interest Project</i>																

Teacher comments:

<ul style="list-style-type: none"> • Use and application of concepts/outcomes • Application of methodologies • Communication skills • Appropriateness of resources • Integration skills • Achievement of outcomes • Other e.g. Cross-cultural comparisons, continuity and/or change 	
Overview of work in progress and suggestions for further development.	

Student signature:Date:

Teacher signature: Date:



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Individual Subject Requirements for Submitted Works and Performances Guidelines for Extension 2 English Major Work

MAJOR WORKS - PRESENTATION AND TECHNICAL REQUIREMENTS

The Major Work can be presented in print, sound, visual media or multimedia, within the categories described on the following pages. All aspects of the Major Work and Reflection Statement (regardless of media used) that are word-processed must conform to the following presentation requirements:

- They should be presented on A4 paper and must use double spacing.
- Font should be size 12, Arial or Times New Roman.
- Each page should be numbered.
- A cover sheet should be included that states the school number and candidate number and the title of the work(s). A hard copy of a flowchart/logic map/storyboard should be submitted with the Major Work to ensure markers assess the extent of the student's multimedia work.

Students should submit technical specifications, installation and running instructions with their Major Work.

The media content of the multimedia composition should be viewable within a total of 20 minutes. Titles and credits in the work or on the presentation medium must not identify the student, any other students or the school except by candidate number and school number.

All appropriated or non-original material should be acknowledged in the credits or as an addendum to the flowchart/logic map/storyboard.

The multimedia composition is to be submitted in a 'container' such as a Flash file, html-based website, or an application. It must be on a commonly available and readable storage medium such as CD-ROM or DVD-ROM containing all of the software required to run the program. The multimedia composition must be able to function directly from the submitted storage medium. Submitted work cannot be copied to a hard drive to improve playback performance. The work should be designed for playback and interaction not requiring specialist hardware or software such as high performance cards or software drivers.

The work must not require access to external networks including the internet or other storage medium. Any applications must run on current Apple Macintosh or Microsoft Windows operating systems directly from the storage medium.

Websites must operate and be viewable in a current web browser.

The completed work should be directly and thoroughly tested for appropriate functionality before submission. It is strongly advised that the work be tested on the storage medium on a computer that has not been used during the production of the work to ensure that it performs as intended. The computer chosen should not have the authoring application installed

Design and Technology and Industrial Technology

REQUIREMENTS FOR THE MAJOR DESIGN PROJECT

Each candidate must undertake and present, on an individual basis, a Major Design Project for submission for the Higher School Certificate examination. The Major Design Project includes the practical hands-on activity of carrying the project through to realisation and the documentation, in a design folio, of all the steps involved in this process.

Folio parameters: The folio will be limited to 80 written A4 pages OR 40 written A3 pages printed on ONE side only. Note that the page limit includes the title page, index, bibliography, design ideas, concept sketches and detailed drawings, as well as information presented on displays or noticeboards. Students who need to use a combination of A3 and A4 pages in their folios to display their work to best effect must keep to the overall page limit, using $1 \times \text{A3 page} = 2 \times \text{A4 pages}$ as a guide.

Other media-based or multimedia-based materials in a student's folio should not exceed six minutes viewing time in total.

FOLIO FORMAT

- The folio should be presented in an A4 or A3 folder.
- A clear and easily read font equivalent in size to 12-point Times New Roman should be used for text.
- Folio pages should be numbered. Advice regarding project size

The physical size of the Major Design Project needs to be carefully considered. Teachers and students should be mindful of:

- the cost of materials
- the complexity and physical size of projects.

Advice regarding prototypes, models and testing items Depending on the type of project, prototypes, models and/or results of testing the project or its component parts may be submitted in addition to the folio parameters above. These should be relevant to the project and students will need to indicate their purpose and provide clear evidence of further action as a result of prototypes, models and/or testing. Simple labelling of these items is not included within the folio page limit.

ADVICE REGARDING GRAPHICS AND MULTIMEDIA - BASED PROJECTS

Graphics projects that are paper based, eg architectural drawings, magazines, posters or comic books, or multimedia based, eg web pages or animations, are not included in this page limit as these are the products, not the project folios.

Students will be required to certify that the Major Design Project is their own original work, and that any material drawn from other sources and any outside assistance is acknowledged. Group projects are not permitted.

Teachers will certify that the work has been completed under their supervision, and that the rules and procedures detailed here have been followed.

On occasions it may be necessary for some minor aspect of the Major Design Project to be undertaken by some other person or agency. In such cases, the contribution of the outside agent/organisation must be documented in the design folio. Students will not be given credit for actual work completed by others. Justification for, and of, such work will be recognised in the marking process.

Visual Arts

REQUIREMENTS FOR THE VISUAL ARTS BODY OF WORK

Students will submit a body of work as part of the HSC examination for Visual Arts. In this body of work they should demonstrate their understanding of artmaking as a practice, and represent their ideas and interests through their interpretation of subject matter and use of expressive forms.

The body of work must comply with the prescribed dimensions for HSC submitted artworks in terms of limitations on size, weight, dangerous and prohibited materials and duration. Development of the body of work may commence from the beginning of the HSC course.

The body of work must be conceived and executed by the student under the supervision of the Visual Arts teacher. Group projects are not permitted.

Certification of body of work submissions is required to ensure that each body of work is the work of the student entered for the HSC and has been completed under the supervision of the Visual Arts teacher.

It is essential that:

- the main development of the body of work takes place in school time
- work completed away from the school will be regularly monitored by the supervising Visual Arts teacher
- each student signs a statement, witnessed by the supervising Visual Arts teacher and the principal, to certify that the body of work is their own original work.

Teachers will:

- advise on all matters related to the development of the body of work
- demonstrate on a separate surface/object
- refer students to sources of ideas, themes or examples
- give information about availability of materials and sources of technical assistance
- provide feedback in the visual arts process diary (see below) including a dated record of the development of the body of work.

Under no circumstances will any teacher work directly on any part of a student's body of work submission. Schools will be notified by the NESAs of the exact date for the completion of the body of work.

VISUAL ARTS PROCESS DIARY

Visual Arts Process Diaries are not marked as part of the body of work submission and must not be submitted with the body of work. They will only be looked at if the body of work cannot be assessed without further support material. The diaries must be retained at school until the HSC marking of submitted works is complete. This requirement is necessary if the body of work needs further verification, if further evidence of a student's work is required, and in cases of appeals being made to the Board. (See Visual Arts Syllabus Stage 6 pages 29–30.)

Diaries should suggest and provide evidence of a student's practice of artmaking. As marking takes place during the written examination period, students should photocopy those parts of the diary they may need to use in studying for their written examination.

Students should ensure that their diaries are clearly identified by their Student Number.

OVERALL LIMITATIONS ON SIZE, WEIGHT, DANGEROUS AND PROHIBITED MATERIALS AND DURATION OF HSC SUBMITTED WORKS

- A body of work may be submitted in one of the 12 expressive forms. The following table provides advice for submissions in each of the expressive forms. This advice should be read in conjunction with the rules regarding overall size, weight, dangerous and prohibited materials and duration of submitted works.
- These rules apply to all bodies of work submitted for the HSC Visual Arts examination and should be strictly adhered to. Failure to comply with these rules could penalise marks awarded to students.

Expressive form	Suggested submission
Documented forms	An individual work or series of works documenting time-based events, happenings, performances and site-specific installations.
Collection of Works	A collection or series of works made using different expressive forms.
Drawing	An individual work or series of works with a focus on drawing.
Painting	An individual work or series of works with a focus on painting.
Photomedia	An individual work or series of works in black and white and/or colour made using wet (darkroom) and/or digital practices.
Printmaking	An individual work or series of works with a focus on printmaking.
Textiles and Fibre	An individual work or series of works with a focus on textiles and fibre.
Graphic Design	An individual work or series of works with a focus on graphic design.
Designed Objects	An individual work or series of works with a focus on 3D object design. This expressive form includes wearables, jewellery, architectural design and product design.
Sculpture	An individual work or series of works with a focus on sculpture.
Ceramics	An individual work or series of works with a focus on ceramics.
Time-based forms	An individual work or series of works with a focus on time-based forms. This expressive form includes film, video, digital animation and interactives.

WHEN DISPLAYED FOR MARKING THE COMPLETE BODY OF WORK MUST NOT EXCEED:

- 6 square metres in area for 2D works OR 1 cubic metre in volume for 3D works and/or works with 2D and 3D components
- 2 square metres in area for individual flat, rigid works. Individual works which exceed 2 square metres and are up to 6 square metres must be rolled
- 35 kilograms in weight
- 6 minutes in duration (including credits) for submissions in time-based forms, and 3 minutes in duration (including credits) for a time-based work included in a submission in another expressive form. If a time-based work is the entire submission in Documented Forms the maximum duration is 6 minutes (including credits).
- The maximum number of screens for the simultaneous viewing of time-based works is 2 screens.
- The volume of a body of work must not exceed 1 cubic metre when displayed for marking. The volume of a body of work is calculated by multiplying the maximum length, the maximum breadth and the maximum height (each measured in metres) of the work when displayed for marking. Positive and negative areas are taken into account in the calculation.
- The maximum length is the greatest horizontal measurement that can be taken of the longer 'side' of the work.
- The maximum breadth is the greatest horizontal measurement that can be taken of the shorter 'side' of the work.
- The maximum height is the measurement taken from the lowest point of the work to the highest point of the work.
- Time-based forms: The running time of a submission must not exceed 6 minutes (including credits). All appropriated images and sound should be acknowledged in the credits or as a written addendum to the work. Titles and credits must not identify the student or school except by candidate number and school number.

All submitted works must be able to be played on standard consumer hardware.

Format for film and video and digital animation submitted works:

DVD-R 4.7 GB capacity disc. Works should not be submitted on DVD-RW discs. VHS videotape

The work may be converted to a QuickTime format and submitted on DVD-R in a standard PAL DV format codec. If these formats are unavailable, the work may be transferred and presented for playback on high-quality videotape.

The work should be cued to the beginning of the submission.

FORMAT FOR INTERACTIVE SUBMITTED WORKS:

Interactive works must be submitted on a single CD-R or DVD-R that has been formatted and developed for either a Microsoft Windows Operating System or an Apple Macintosh Operating System. They must not require any program downloads. The interactive work must be able to function directly from the submitted CD-R or DVDR.

Submitted works cannot be copied to a hard drive to enable or improve playback performance.

Any number of interactive screens, frames, links and branches can be developed but the total time required to view and interact with the work should not exceed 6 minutes.

Work produced in the form of an original website must be transferred and submitted as an interactive CD-ROM that must be able to be operated directly from CD-ROM, without the use of the internet. The work should be thoroughly tested for appropriate playback and operation before submission.

DANGEROUS AND PROHIBITED MATERIALS

Dangerous materials must not be used. If a submission contains materials considered dangerous to health or safety it may not be unpacked, marked or returned to schools if marked corporately. Submissions considered dangerous to health or safety may not be marked in itinerant marking. Teachers will need to ensure that artmaking practices comply with all current legislation relating to occupational health and safety as well as system and school requirements regarding safety.

PROHIBITED MATERIALS:

- Hypodermic syringes must not be included in any submitted works. This includes new or used syringes, with or without needles.
- Bodily secretions and blood products must not be included in any submitted works.
- Food and/or perishable materials and objects must not be included in any submitted works.
- Liquids in any form, must not be included in any submitted works.
- Medications in any form, including tablets and capsules, must not be included in any submitted works.
- Glass in any form must not be included in any submitted works. This includes unbroken glass such as bottles, mirrors or any other form.
- Any materials that have sharp or jagged edges (barbed wire, fish hooks, corrugated iron, broken machinery etc) must not be included in any submitted works.
- Electrical wiring that has not been certified by an electrician must not be included in any submitted works.

Submissions requiring a high voltage electrical current (eg 240 volts) must have a certificate for electrical safety attached. Any electrical wiring necessary for artworks should be undertaken by a qualified electrician. Details and records of such work should be noted in students' diaries.

PRESENTATION AND PACKAGING OF HSC BODY OF WORK

Teachers and students should ensure that the display requirements for marking the body of work are not complicated or time consuming to set up. Instructions, if submitted, should be clear and easy to follow.

Each work in a submission must be clearly labelled with the student's number, school number, title, the expressive form selected and the number of pieces.

FRAMING AND/OR MOUNTING OF ARTWORKS IN A BODY OF WORK IS NOT NECESSARY.

It is recommended that two-dimensional works are presented either flat, or in a folder or box. If works are mounted, simple cardboard mounts are preferred. Works in a series should be numbered to indicate the sequential order for display for marking.

Glass or rigid plastic must not be used in any framing of works as it impedes close inspection of the submission, and if broken, may cause damage to the work or to markers.

Mannequins must not be included with submissions of Wearables in the Designed Objects expressive form.

If batteries are required in a body of work they should be included with the submission.

Artworks must be stable in their construction to minimise any damage during handling. During marking, artworks might be handled many times.

Artworks should be well packed to minimise the possibility of damage during transport to the marking centre. Most breakages occur because of insufficient packaging or too many fragile articles being packed together.

Boxes used for packaging should be kept as light as possible and all works within the box should be rigidly packed to stop movement. Damage can also occur when paintings are packed for transportation before paint is fully dry. To protect artworks, the following ways of packing are the most effective.

2 Dimensional (2D) works

Paintings – place a sheet of brown paper over the front of the painting then cover the whole painting with bubble wrap, cardboard or similar material.

Drawing, photomedia, graphic design, printmaking and other 2 D works – should be protected in a cardboard folder.

Hanging devices including hooks and chains are not to be supplied with paintings and other 2 dimensional works as they can cause damage to other works when they are stacked or stored for marking. Works must not be framed under glass or rigid plastic.

3 Dimensional (3D) works

Ceramics, sculpture and other 3D works – place in a box with either shredded paper, straw or bubble wrap packed tightly in and around the work(s). Care should be taken to pack around and beneath the article before it is placed in the box.

Textiles Technology

MAJOR TEXTILES PROJECT

Students will undertake a Major Textiles Project worth 50 percent of the HSC mark. The project focus is selected from ONE of the following areas:

- apparel
- furnishings
- costume
- textile arts
- non-apparel.

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

The Major Textiles Project has TWO components:

- supporting documentation:
- design inspiration
- visual design concept development
- project manufacture specification
- investigation, experimentation and evaluation
- textile item/s

GUIDELINES FOR THE MAJOR TEXTILES PROJECT

The Major Textiles Project:

- may consist of one or more related items within the selected focus area
- must be individually produced by the candidate. Group projects are not permitted
- must be certified on the appropriate form, provided by the Board of Studies, as the original work of the candidate and identifiable only through the candidate and centre numbers
- must be completed by the student and certified by the supervising teacher as the student's own work
- must include supporting documentation
- must conform to the following packaging specifications. The overall volume of the packaging container, which includes both the supporting documentation and the item/s, must not exceed 0.2m³. Examples of package sizes that equal the maximum volume are 1m x 1m x 0.2m and 1.2m x 0.5m x 0.33m. Note that the maximum length of any side must not exceed 1.2m.
- should be packaged in a lightweight material.

The Major Textiles Project will be marked corporately at a central marking centre. The Major Textiles Project:

- must include supporting documentation that conforms to the maximum number of pages specified for each component;
- may consist of one or more related items within the selected focus area;
- must be individually produced by the student – group projects are not permitted;

- must be certified, on the appropriate form provided by the Board, as the original work of the student (see 9.3.4 Textiles Assessment).

In addition, the following rules apply to all projects for the HSC Textiles and Design examination and should be strictly adhered to. Failure to comply with these rules could penalise marks awarded to students.

- Textiles items must not be framed under glass or rigid plastic sheeting.
- Items must be able to be safely and reasonably handled by one person.
- Any HSC item that might be considered dangerous to health or safety may not be marked and will be returned to schools.
- Dangerous materials **MUST NOT** be used. Those considered as dangerous include those that have very sharp points or cutting edges such as glass, mirror fragments, barbed wire, electronic components, pins, hypodermic syringes and needles.
- OHS certification should be provided include but are not limited to works involving electrical voltages in excess of 32 volts and/or high currents; welded structures and components under load; vehicles and trailers; pressure vessels; and flammable gases.

Society and Culture

REQUIREMENTS FOR THE PERSONAL INTEREST PROJECT

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project. The Personal Interest Project requires students to select a suitable topic related to the course, develop and apply appropriate methodologies and submit a completed project containing the required components. Development of the Personal Interest Project may commence from the beginning of the HSC course.

Each student is to report their progress at three points during the development of the Personal Interest Project. Both the student and the teacher are to sign these reports. A proforma for the reports is included with this document.

In addition, a brief written record of each student's progress throughout the project must be kept by the teacher. A Practical Project: Record of Student's Progress pro-forma is available to download from Schools Online.

Students will be required to certify that the Personal Interest Project is their own original work, and that any material drawn from other sources and any outside assistance is acknowledged. Group projects are not permitted.

Teachers will certify that the work has been completed under their supervision, and that the rules and procedures described here and in the Board's ACE Manual have been followed.

The Personal Interest Project must:

- be a topic of the student's own choice
- be related to the course
- develop appropriate methodologies
- include a cross-cultural perspective
- address continuity and/or change.

The student should submit a research proposal outlining the topic and its relationship to the course as a whole. Accompanying this research proposal should be an outline of how the topic will be approached, including the methodologies to be employed. This outline should be submitted to the teacher before detailed work is begun, so that the teacher may advise on subject matter and methodologies.

If a student is considering a Personal Interest Project topic or method of research that might be controversial or possibly unethical, the student should discuss the topic selection with the teacher or the school's principal.

The student should use a range of methodologies that are suited to the topic being studied.

Appropriate methodologies and instruments may be:

- survey
- interview
- case study
- observation

- participant observation
- statistical analysis
- content analysis
- ethnographic study
- focus group
- personal reflection
- action research
- secondary research
- questionnaire

The student should keep a Personal Interest Project diary that will later form the basis of the log. In this diary, the student should record the progress of the Personal Interest Project, showing a sequential record of the research and details of the processes followed, problems encountered and how these were overcome.

PRESENTATION OF THE PERSONAL INTEREST PROJECT

The Personal Interest Project should be carefully prepared for submission. It must be word-processed, with the body text in 12 point Times New Roman or Arial, with 1.5 line spacing, and on one side of the paper only (ie not double-sided). Students must not submit their projects in hard-covered folders or with pages in plastic sleeves.

The Personal Interest Project cover supplied by the NESAs should be attached to the front of the Personal Interest Project. It must be securely bound and every page must be numbered. The student's certification documents should be submitted with the Personal Interest Project.

Word limits are indicated for each component of the Personal Interest Project. The word count is based on all words written, as shown by a computer word count or manual count of each word.

The presented project must contain the following components:

INTRODUCTION

The introduction requires a brief description (no more than 500 words) of what the topic is about, why this topic was chosen and in what ways it contributes to a better understanding of Society and Culture. The choice of methodologies should be explained and justified.

LOG

The log should be based on the student's Personal Interest Project diary and will be a summary (no more than 500 words) of the development of the final product, outlining the procedures undertaken in researching the topic.

CENTRAL MATERIAL OF THE PERSONAL INTEREST PROJECT

The central material will be in written form and may be accompanied by photographs, tables, graphs and/or diagrams that should be labelled and incorporated into the text through discussion. The central material should be between 2500 and 4000 words. The central material must contain a cross-cultural perspective and address continuity and/or change. The cross-cultural perspective and continuity and/or change should be integrated in the central material of the Personal Interest Project.

CONCLUSION

The conclusion requires a statement (no more than 500 words) of what the student learnt from the Personal Interest Project.

RESOURCE LIST

The resource list should include annotated references used in the Personal Interest Project and/or a list of other kinds of resources, for example films, internet sites or electronic resources referred to during the preparation of the project, and resource persons (eg people interviewed). The references should be accurate and include publication/production details. For each internet site, the URL and the most recent date the site was visited should be included, along with a short annotation on its usefulness to the Personal Interest Project.

History Extension I

Presentation

A synopsis of 300 words is to be submitted. The focus of the synopsis should be on identifying the precise question to be discussed in a 2,500 word essay, and should form the basis of the research. Therefore, it should address the following:

- precise question to be focused on
- ways in which the essay addresses the precise question
- content used and why it is to be used.

Essay

The *2,500 word essay* should contain the following:

- an argument in response to a precise question
- acknowledged sources and a consistent system of referencing
- concise but comprehensible written form
- appropriate graphic texts as appendices if required
- material from a range of perspectives, including those of the student.

The Bibliography

A bibliography, with a 600-word evaluation on three sources, is to be included within the project. It should have:

- a consistently formatted alphabetical list of sources
- an evaluative review of three sources.

As the emphasis is on evaluating the three selected sources for their usefulness to the research, close scrutiny needs to be paid to maximising the evaluative process. Within the evaluation the following aspects need to be observed:

- the strengths and weaknesses of each source
- the usefulness, reliability and value of the source to the project
- the central argument of the source.

As well, the sources used in the essay should be included in the bibliography. They should be consistently formatted and alphabetically listed.

Documenting the Project

The Proposal

As students conduct their research and develop the appropriate methodologies they should be entering the appropriate details in the *proposal*.

Some of the key aspects which could be included in the proposal are:

- the initial research conducted: aims, success, gaps in the research, etc
- changes that might have occurred in the research methodologies
- questions formulated and initial results obtained.

The Presentation

Synopsis

From the general topic area suggested in the *proposal* students will now refine a specific area of research which will be outlined in the synopsis.

Essay

The essay is a piece of written communication that draws together the central findings from the research and the historical understanding from the readings to synthesise a coherent and logical argument. It is important that ideas and arguments are developed from the judicious use of meaningful words, and each paragraph should deal with one central idea. Students will need to submit work drafts to their supervising teacher and readily obtain feedback from these drafts. It is the responsibility of the student to act on this guidance. An effective essay would, on average, have three drafts or part drafts prior to the final product.

The information in the essay must clearly be related to the research and methodology conducted. Material alluded to in the essay, such as statistics, tables, photographs and pictures (which would be included in an appendix) must be commented upon in the essay. The appendix should only contain material that is considered essential to justify statements made in the written work.

An appendix should *not*:

- be used as a means to present material which could have been used in the 2,500 word essay
- be used as a means to extend the word length.

The Bibliography

The two key functions of the bibliography are:

- the inclusion of a formatted alphabetical list of all sources used in the project
- a 600-word evaluation of three sources used in the project.

All sources used in the project should be included, as well as those not used but considered to be important for the overall project. This allows for the borrowed work of the author to be acknowledged as well as providing other readers with access and information regarding these resources.

All resource entries need to be accurately and completely listed and include the following details:

- name of the author(s) etc responsible for the work
- the date when it was published or produced
- the title of the book, article etc
- the place it was published or produced
- the name of the company, department, agency or individual who published or produced it.

Process Log

The Process Log should contain a record of the procedures, development and major decisions of the project as they occurred throughout the course of the year. Records of interviews and all evaluative material, either from the student, or their peers or teachers, should be included in the log. The log acts as a summary of the major developments and procedures which have taken place throughout the course of the project.

In order to ensure the veracity of developments and procedures during the project involved it would be most valuable for students to record all details into a diary. The purpose and usefulness of recording these events in a diary would be that:

- it will be valuable to recall these events as they occurred throughout the year in order to be clear as to the direction of the project
- in case of a dispute or a problem which may emerge in regard to the direction or focus of the project, the diary can be consulted to determine the progress of the research and writing, rather than relying only on the finished product.

Project Checklist

The following is a checklist of different aspects of the project for both students and teachers to consider. They should be carefully checked in order to ensure that all requirements and the main issues are being addressed. Appropriate action should be taken to rectify any 'No' answers.

Project Checklist for Students

Circle the appropriate answer (Yes or No).

Have I **YES NO**

- chosen a manageable topic? Yes No
- made my focus clear? Yes No
- developed a proposal which can be presented? Yes No
- chosen appropriate methodologies/investigative approach? Yes No
- checked whether resources are suitable and available? Yes No
- understood the key historiographical processes that will be used in the project? Yes No
- understood key historiographical terms, concepts and issues to be used in the project? Yes No
- included historical references and developed knowledge, understanding and skills of historical inquiry? Yes No
- devised a realistic time frame to complete the project? Yes No
- considered all ethical implications? Yes No
- kept appropriate records relating to investigation and draft copies? Yes No
- maintained my Process Log as a record of my progress? Yes No
- maintained a thorough documentation of information? Yes No
- ensured that my work is free of plagiarism? Yes No
- ensured that the material included is relevant and historically accurate? Yes No
- ensured that the synopsis captures the theme of the essay? Yes No
- acknowledged the source of my information and any assistance I have had? Yes No
- demonstrated historical knowledge, understanding and skills in my written communication? Yes No
- kept within the word limit? Yes No
- drafted and edited the essay? Yes No
- included necessary material in the appendix? Yes No
- followed the time frame established? Yes No
- ensured that the references in the bibliography are accurate and correctly formatted? Yes No
- followed the guidelines to evaluate the three sources included in the bibliography? Yes No

If, as a student, you find that you are unable to answer 'yes' for each of these items, it will be necessary for you to review your project carefully and consult with your supervising teacher.

Project Checklist for Teachers

Have I checked that: YES NO

- the student's topic is manageable and the focus clear? Yes No
- the student has chosen appropriate methodologies? Yes No
- the topic relates to the project requirements? Yes No
- there is a clear historical debate and sources within the topic are available and appropriate? Yes No

- all compulsory elements have been addressed? Yes No
- the work is the student's own? Yes No
- the student is acknowledging sources appropriately? Yes No
- there are no ethical concerns? Yes No

If as a teacher you find that you are unable to answer 'yes' for each of these items, it will be necessary for you to discuss the project and the process carefully with the student. It may be necessary for you to document the outcomes of your discussions with the student, in case further follow-up is required.

2.4.3 Assessment of the project

The criteria for assessment of the project are provided on page 33 of the syllabus.

Teachers will need to use the criteria to develop marking guidelines that indicate how they will be making judgements about the different levels of student performance and the marks to be awarded. The marking guidelines and performance bands published with the 2001 HSC specimen paper will assist with this process.

Certification of the project

The principal, teacher and student are required to certify that the project is the original work of the student (see page 28 of the syllabus). A Project Certification and Declaration form is follows. A copy of this should be completed for each candidate.

HSC HISTORY EXTENSION PROJECT CERTIFICATION AND STUDENT/TEACHER DECLARATION FORM

Please complete the following details

Student: _____

Student number: _____

History Project title: _____

Supervising teacher : _____

Supervising Teacher please note: The teacher and student declarations regarding the originality of the student's work and its supervision are included on this form. Please ensure that your students have read the declaration to which they are attesting when they sign the form. Your declaration attesting to the completion of students' work in accordance with the rules appears below. Please read the declaration prior to signing against the student's signature.

Supervising Teacher's Declaration: I declare that I have supervised the planning, development, content and presentation of this project and I confirm that it is essentially the student's own work, except for limited material, if any, drawn from acknowledged sources. The process log, submitted with the project, is a correct record of the student's planning and progress throughout the project.

NB. If any student's work is unable to be certified, a statement from the school providing the reasons for non-certification should be attached to this form. This statement must be signed by the student. If the student wishes, they should be given the opportunity to make written comments.

Students please note: You must read and understand the following declaration prior to signing below. Your signature shows your agreement with the declaration.

Student Declaration: I declare that the planning, development, content and presentation of this project is essentially my own work (except for limited material, if any, drawn from acknowledged sources) and has not been copied from any other person's work; and I understand that a false declaration may jeopardise my HSC exam results.

Signature of Student Date

Signature of Supervising Teacher Date

Signature of Principal Date