



HSC ASSESSMENT STUDENT HANDBOOK 2023



Name:

Admin:

Student Agreement

As a senior student of St Joseph's High School Aberdeen receiving this HSC Assessment Student Handbook I am undertaking the responsibility to follow the procedures outlined in this handbook.

- I have read and understood the HSC Assessment Student Handbook
- I understand that attendance is a requirement of NESAs to be eligible for a HSC.
- I understand that I must make a serious and diligent attempt at all Assessment Tasks
- Wherever possible, I am to complete and present all Assessment Tasks by the due date and time; and to be present for those Assessment Tasks held at school.
- I understand that Hand-in tasks are to be submitted by the designated due date and in some instances due time. Tasks submitted after the notified time will be considered **LATE** and may not be accepted.
- If I am unable to attend school on the day of an Assessment Task, I will ensure my parents/guardians phone (65437444) or email admin@aberdeen.catholic.edu.au the school **by 8:45am** and explain my absence.
- I will be present at school the **day prior** to the submission or completion of a task. If I am unable to attend or complete an assessment for reasons of ill-health, injury or misadventure, I will obtain relevant supporting documentary proof (medical certificate/police report etc.) and complete and **Extension/Illness/Misadventure Form** (available in this handbook and from Student Services).
- If I am unable to attend or complete an assessment for reasons of ill-health, injury or misadventure, I will obtain relevant supporting documentary proof (medical certificate/police report etc.) and complete and **Extension/Illness/Misadventure Form** (available in this handbook).
- If I am absent for an assessment task **immediately** upon my return to school, I will report to the relevant Leader of Learning and submit all supporting documents.
- In the event of a known absence from school on the due date of an assessment task, which prevents submission, I understand that it is **my responsibility** to inform the relevant Leader of Learning at least 3 days prior to the due date of my absence and submit and Extension/Illness/Misadventure form.
- I understand that sporting, cultural events or family vacations should **not** prevent the submission of tasks on time.
- I understand all applications for Extension/Illness/Misadventure are subject to the approval of the Assessment Committee, and that by submitting the application there is no guarantee of it being endorsed or accepted by the Assessment Committee. The Assessment Committee must consider what is right and just for all students in the course.
- If I fail to hand in an Assessment Task by the due date, without reasonable explanation and supporting documentary evidence, I will be penalised with a **ZERO** mark. However, I understand that the task will still need to be completed to fulfil the requirements of the course and my eligibility to sit the HSC examination for that subject.
- I understand that technical issues are not an excuse for failure to submit a task. It is my responsibility to back-up all tasks.
- I understand that malpractice will not be tolerated, and I will only submit **ALL MY OWN WORK**

Contact Staff 2023

School Executive		
Principal	To be advised	
Assistant Principal - Curriculum & Wellbeing	Mrs Veronica Rolfe (veronica.rolfe@mn.catholic.edu.au)	
Assistant Principal -Administration & Wellbeing	Mr Joel Bristow (joel.bristow@mn.catholic.edu.au)	
Ministry Coordinator	Mr Vince Cooper (vince.cooper@mn.catholic.edu.au)	
Wellbeing Mentor	Mrs Marika Eveleigh (marika.eveleigh@mn.catholic.edu.au)	
Pedagogical Mentor	Ms Janene Thompson (janene.thompson@mn.catholic.edu.au)	
Leaders of Learning		
Religion	Ms Kristy Roach kristy.wadwell@mn.catholic.edu.au	Studies in Catholic Thought Studies of Religion 1 Unit
English	Ms Emma Scott emma.scott@mn.catholic.edu.au	English Studies English Standard English Advanced English Extension
Mathematics	Mrs Melanie Ritter melanie.carrigan@mn.catholic.edu.au	Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced Mathematics Extension
Science	Ms Lisa Bright lisa.bright@mn.catholic.edu.au	Agriculture Biology Chemistry Investigating Science Physics Science Extension
HSIE	Mr Peter Criticos peter.criticos@mn.catholic.edu.au	Ancient History Business Studies Geography Legal Studies Modern History Society & Culture
PDHPE	Mr Stefan Sokulsky steven.sokulsky@mn.catholic.edu.au	Community & Family Studies Exploring Early Childhood PDHPE Sport Leisure and Recreation
TAS	Mrs Kirralee Green (kirralee.green@mn.catholic.edu.au)	Industrial Technology Timber Industrial Technology Graphics Information Processes and Technology
VET	Mr Mark Caelli (mark.caelli@mn.catholic.edu.au)	Hospitality Primary Industries Retail Services Manufacturing & Engineering
CAPA & LOTE	Mrs Claire Dent claire.dent@mn.catholic.edu.au	Drama Music 1 Visual Arts
Distance Education	Mrs Veronica Rolfe veronica.rolfe@mn.catholic.edu.au	Engineering Studies Information Processes and Technology Software Design and Development
Support Staff		
Leader of Wellbeing	Mr Tim O'Toole (timothy.otoole@mn.catholic.edu.au)	
Career's Advisor/ TAFE coordinator	Ms Kylie Watkins (kylie.watkins@mn.catholic.edu.au)	
Learning Support	Mrs Lauren Gallagher (lauren.gallagher@mn.catholic.edu.au)	
Indigenous Support	Ms Laura Pegrum (laura.pegrum@mn.catholic.edu.au)	
School Counsellors	Ms Melissa Brown (melissak.brown@mn.catholic.edu.au) Ms Simone Colville (simone.colville@mn.catholic.edu.au)	

Section 1 – General Information

1.1 Welcome and Introduction

Congratulations on the successful completion of the Year 11 Course and welcome to the HSC Course. To complete the HSC course, you must successfully complete at least 10 units of HSC subjects. This will require a diligent approach to your studies and the conscious completion of all relevant assessment tasks outlined in this handbook.

The key to academic success over the next year is a positive attitude and a committed approach. Constant reference should be made to this document as it contains the information you need for your approaching assessment tasks for each of your courses; the number, type, outcomes and weightings of each task. All of which should be references from this handbook in preparation for each task.

This handbook also contains an outline of your rights and responsibilities as set out by NESA, what to do if something goes wrong and what will happen if you fail to follow the guidelines set out. Also there are some useful documents that may assist you during the HSC course.

It is important that you read this handbook and ensure you understand the information it contains. Seek clarification on anything contained that you do not fully understand.

The staff at St Joseph's wish you the very best for the HSC year, and hope that your hard work enables you to achieve your potential

Section 2 – Assessment Requirements and Guidelines

2.1 The Higher School Certificate

Performance in Higher School Certificate Assessment is as important as your performance in the HSC Examination. The NSW Educational Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on NESA website: <http://syllabus.nesa.nsw.edu.au>) Students must ensure they are aware of these requirements.

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the Board of Studies considers satisfactory
- have completed HSC: All My Own Work (or its equivalent)
- have satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Preliminary Courses, and at least 10 units of HSC Courses.

Both the Preliminary and HSC patterns of study MUST include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses which are of two-unit value (or greater), and
- at least four subjects.

Note: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Preliminary units and six HSC units can be counted from Science courses.

2.2 Satisfactory Completion

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **more than 50%** of the available marks for a course.

2.3 Performance Bands

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who completed the course.

For 2 Unit Courses, the maximum possible marks is

- 100, and: Band 6 corresponds to marks from 90 to 100
- Band 5 corresponds to marks from 80 to 89
- Band 4 corresponds to marks from 70 to 79
- Band 3 corresponds to marks from 60 to 69
- Band 2 corresponds to marks from 50 to 59
- Band 1 corresponds to marks from 0 to 49.

Extension courses are of 1-unit value and have a maximum possible mark of 50, with the exception of Mathematics Extension 2. Four bands are used in reporting extension courses:

- Band E4 corresponds to marks from 45 to 50
- Band E3 corresponds to marks from 35 to 44
- Band E2 corresponds to marks from 25 to 34
- Band 1 corresponds to marks from 0 to 24.

2.4 Scaling for the ATAR

Calculation of the Australian Tertiary Admission Rank (ATAR) is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee. NESA provides the HSC data (consisting of both the scaled Examination Marks and moderated Assessment Marks) from which the ATARs are calculated, and the Universities Admissions Centre (UAC) then advises individual students of their ATARs.

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

The marks awarded to each student in each course are re-adjusted considering the general ability level of the group of students doing each course. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the ATAR. It is not possible to obtain the ATAR by a combination of the marks or percentile bands which appear on the Record of Achievement.

A candidate's ATAR is based upon the scaled aggregate of the marks in the best ten units of Board-Developed course, subject to the following conditions:

- 2.4.1 the best two units of English must be included in the ATAR
- 2.4.2 the best eight units from the remaining Board-Developed Courses are included
- 2.4.3 no more than two units of Category B courses may be included.

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose. Further information is available on the UAC website: www.uac.edu.au

Section 3 – Assessment Policy and Procedure

3.1 Assessment Policy and Procedures

A copy of the Assessment Policy and Procedures can be found on Compass – School Documentation – School Policies.

Assessment Policy



Assessment Procedure



Please note: All School Policies and Procedures are available on Compass School Documentation in the School Policies and Procedures

3.2 Malpractice

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

- copying in an exam from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- making up journal entries for a research project
- using information from the internet or elsewhere and not acknowledging the source.

The Principal will ask the Assessment Committee to review any cases of suspected malpractice and recommend the appropriate action should malpractice be proven. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. If malpractice is proven, a mark of ZERO will be awarded.

<p style="text-align: center;">Scenario 1 Unforeseen Absence Illness or Misadventure</p>	<p style="text-align: center;">Scenario 2 Foreseen Absence Extension</p>	<p style="text-align: center;">Scenario 3 Fails to submit or attend with no supporting evidence</p>
<p>Receive Assessment Task Notification and sign for it</p> <p style="text-align: center;">↓</p> <p>Prepare your task as per the Assessment Task Guidelines</p> <p style="text-align: center;">↓</p> <p>Unable to attend school due to unforeseen or unavoidable circumstance.</p> <p style="text-align: center;">↓</p> <p>Parents must contact the school by 8:45am phone 65437444 or email admin@aberdeen.catholic.edu.au to notify the relevant Leader of Learning that you have a task due and are unwell.</p> <p style="text-align: center;">↓</p> <p>Submit task via email or another student if possible.</p> <p style="text-align: center;">↓</p> <p>Obtain proof of illness or misadventure i.e. doctor certificate, pharmacy certificate or police report. Complete an Extension/Illness/Misadventure form</p> <p style="text-align: center;">↓</p> <p>Immediately upon return to school report to the Leader of Learning and submit task (if not already submitted) with your documentary proof of absence and other forms.</p> <p>Note: Zero marks awarded until evidence is submitted.</p> <p style="text-align: center;">↓</p> <p>The Leader of Learning will inform you in writing of any follow up action</p>	<p>Receive Assessment Task Notification and sign for it.</p> <p style="text-align: center;">↓</p> <p>Prepare your task as per the Assessment Task Guidelines</p> <p style="text-align: center;">↓</p> <p>Unable to attend school due to a foreseen or unavoidable circumstance,</p> <p style="text-align: center;">↓</p> <p>Complete an Extension/Illness/Misadventure form at least 3 days prior and submit to the relevant Leader of Learning who will inform you in writing of an alternative arrangement for your task submission.</p> <p>Note: Zero marks awarded until extension is granted</p> <p style="text-align: center;">↓</p> <p>Submit Assessment Task as per the alternative assessment arrangements on the new due date.</p>	<p>Receive Assessment Task Notification and sign for it</p> <p style="text-align: center;">↓</p> <p>Fails to submit a hand-in task or attend an in-class task on the due date/time with no reasonable excuse (as per illness/misadventure form)</p> <p style="text-align: center;">Or</p> <p>Submits a task which has evidence of malpractice.</p> <p style="text-align: center;">↓</p> <p>Teacher refers student to LOL for further investigation and issue a detention for task completion if required. Zero mark awarded in Compass.</p> <p style="text-align: center;">↓</p> <p>Teacher contacts parents to inform them of the non-submission or malpractice and detention.</p> <p style="text-align: center;">↓</p> <p>Students completes the task.</p> <p style="text-align: center;">↓</p> <p>Teachers marks the task and provides feedback (even if zero marks are awarded).</p>

NB: Failure to follow the above may result in a ZERO mark for your Assessment Task

3.3 'N' Determination

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute more than 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements (including mandatory Workplace hours for VET course) at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation. Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in an HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Preliminary Courses and 10 units of HSC Courses which fulfil the NESAs pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

The final decision regarding any 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Assessment Committee. The outcome of the appeal will be notified to the student, the parents and NESAs.

3.4 Assessment Appeals

Each student has the right to ask the class teacher why a mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Leader of Learning of the subject involved should be consulted.

Disputes over an individual task must be resolved as soon as possible by the Assessment Committee.

The Assessment Committee's decision is final. Where the class teacher is the Leader of Learning, an alternate Leader of Learning will take their place on the Assessment Committee.

Note: **The Assessment Committee will make recommendations to the Principal who is the final arbiter.**

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

3.5 Disability Provisions

Disability provisions are arrangements designed to help students who could not otherwise make a fair attempt to demonstrate their knowledge in an examination room. The disability provisions are intended to reduce disadvantage in an examination situation. The provisions granted are determined by how the student's examination performance is affected.

Any students with a disability recognised in the Disability Standards can apply for disability provisions. These provisions apply to student, who qualify on the grounds of a diagnosis of a recognised disability or learning difficulty, medical condition or injury. Students may be given Disability Provisions for assessment tasks prior to the HSC, based on evidence supplied to the Learning Support Coordinator,

however, this is not automatically granted in the HSC examinations as the final decision for the granting of Disability Provisions can only be determined by NESAs.

Students eligible to apply for Disability Provisions need to see the Learning Support Coordinator to ensure the completion and submission of the relevant forms by the due date.

3.6 Aboriginal Student Support

St Joseph's High School Aberdeen would like to respectfully acknowledge the Wonnarua and Gamilaraay people who are the Traditional Custodians and First People of the land on which our school is built on. We pay our respects to the Elders past and present and we would like to extend our respect to the Aboriginal people, staff and students past and present of St Joseph's Aberdeen.

St Joseph's High School Aberdeen has a vibrant Aboriginal student population who are supported and encouraged in their endeavours and studies by the High School. All students of the High School are educated in Aboriginal culture, spirituality and traditions.

St Joseph's High School, through funding provided by the Catholic Schools Office employs an Aboriginal Educational Teacher who works with students through an individual mentoring program and/or through provision of tutoring.

The Aboriginal Educational Teacher supports the senior students with HSC subject choices so as to find the right balance in their journey through their school life and to support the student through their various pathways after school such as:

- Career notifications-information and traineeships.
- University information camps and open days and alternative pathway entry.
- Scholarships and
- Post school support.

Aboriginal Student leaders are involved in a range of activities under the guidance of the Aboriginal Teacher in relation to the celebration of days of significance for example Reconciliation Week. Care is taken to encourage students, families and staff to immerse themselves in, an appreciation and understanding of our shared Aboriginal heritage.

Our School welcomes active participation by members of our Aboriginal community in the education of our students.

3.7 Course Changes, Dropping Subjects & Pathways Students

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESAs entrance and completion dates for courses must be adhered to. Students wishing to change courses or drop a subject must make an appointment to see the Assistant Principal to discuss the matter.

3.8 VET Courses and Assessment

Vocational Education & Training (VET) courses are competency based and no internal assessment mark is required. However, if VET students intend to sit for the HSC VET examination, an estimate mark will need to be submitted to NESAs based on the Trial Examination. Competencies are recorded and can be accessed using the Unique Student Identifier (USI).

There is no pass or fail in the VET system; students are either deemed competent or not yet competent for each unit. Hence assessment in VET is ongoing throughout the course and may consist of a combination of written, practical tasks or demonstrations. All units of competency will count towards the student's achievement of the AQF (Australian Qualification Framework) Certificate, which may be awarded at the end of the year provided all units of competency are achieved.

Whenever students are being formally assessed they need to follow the same guidelines set out in this handbook ie absence, illness, misadventure etc.

Assessments may be conducted for individuals or groups. Assessment tasks (written or practical) are required to be completed or demonstrated to a standard specified in the training package for that qualification to be deemed 'Competent'. If a student is assessed as being 'Not Yet Competent' in a unit of competency, they will be required to be reassessed.

Students have 3 attempts to show they are competent in a Unit of Competency, up until a date determined by the teacher. A unit of work will not be reassessed after it has been delivered and THREE assessment opportunities provided.

Work Placement - as a part of the formal assessment for VET courses there is a compulsory work placement of 35 hours per year (70 hours in total). The rules for absence or misadventure as set out in this handbook apply as well.

HSC examinations for VET students - students wishing to use their VET course towards their ATAR (where the subject is deemed eligible) can choose to undertake the written NESA examination and will nominate this option during the HSC year. The written examination is independent of the competency-based assessment undertaken during the course. The marks achieved by students in the examination are used for the ATAR calculation only.

3.9 TAFE students

Students enrolling in TAFE will need to liaise with the TAFE college they attend regarding assessment requirements for the course. It is the student's responsibility to be aware of the specific requirements for their course.

3.10 Distance Education students

Students enrolling in Distance Education courses are responsible for ensuring they communicate regularly with their Distance Education Teacher via mobile phone or email. Assessments will be conducted as per the instructions provided by the Distance Education School.

Section 4 – Assessment Documentation

Referencing Guide

The **Harvard Reference Generator** tool is designed to create references for your bibliography in the correct form. The SJA Librarian recommends Neil's Tool Box: <http://www.neilstoolbox.com/> and for a Plagiarism Checker: <http://www.neilstoolbox.com/plagiarism-tester/index.htm>

HSC Key Terms

- Account** - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
- Analyse** - Identify components and the relationship between them; draw out and relate implications
- Apply** - Use, utilise, employ in a particular situation
- Appreciate** - Make a judgement about the value of
- Assess** - Make a judgement of value, quality, outcomes, results or size
- Calculate** - Ascertain/determine from given facts, figures or information
- Clarify** - Make clear or plain
- Classify** - Arrange or include in classes/categories
- Compare** - Show how things are similar or different
- Construct** - Make; build; put together items or arguments
- Contrast** - Show how things are different or opposite
- Critically (analyse/evaluate)** - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
- Deduce** - Draw conclusions
- Define** - State meaning and identify essential qualities
- Demonstrate** - Show by example
- Describe** - Provide characteristics and features
- Discuss** - Identify issues and provide points for and/or against
- Distinguish** - Recognise or note/indicate as being distinct or different from; to note differences between
- Evaluate** - Make a judgement based on criteria; determine the value of
- Examine** - Inquire into
- Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how
- Extract** - Choose relevant and/or appropriate details
- Extrapolate** - Infer from what is known
- Identify** - Recognise and name
- Interpret** - Draw meaning from
- Investigate** - Plan, inquire into and draw conclusions about
- Justify** - Support an argument or conclusion
- Outline** - Sketch in general terms; indicate the main features of
- Predict** - Suggest what may happen based on available information
- Propose** - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
- Recall** - Present remembered ideas, facts or experiences
- Recommend** - Provide reasons in favour
- Recount** - Retell a series of events
- Summarise** - Express, concisely, the relevant details
- Synthesise** - Putting together various elements to make a whole

4.1 Illness/Accident/Misadventure

[Illness Accident Misadventure Form](#)



4.2 Appeals

[Appeals Application Form](#)



4.3 Statutory Declaration

[Statutory Declaration Form](#)



Please note: All Assessment documents are available on Compass School Documentation in the Assessment Documents folder.