Name: _____   Admin: _____

YEAR 11 ASSESSMENT STUDENT HANDBOOK 2023

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Student Agreement (copy only)

As a senior student of St Joseph's High School Aberdeen receiving this Year 11 Assessment Student Handbook, I am undertaking the responsibility to follow the procedures outlined in this handbook.

- I have read and understood the Year 11 Assessment Student Handbook 2023 on the Student/Parent Portal
- I understand that regular attendance is a requirement of NESA (NSW Educational Standards Authority) to be eligible for a ROSA (Record of School Achievement) certificate.
- I understand that I must make a serious and diligent attempt at all Assessment Tasks
- 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 on the due time and date. Tasks submitted after that time will be considered LATE.
- If I am unable to attend school on the day of an Assessment Task, I will ensure my parents/guardians phone the school by 8:45am and explain my absence.
- 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 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. Generally, on such occasions hand in tasks will be submitted before the event.
- I understand all applications for Extension/Illness/Misadventure are subject to the approval of the Leader of Learning, and that submitting an application is no guarantee of it being endorsed or accepted. The Assessment Committee will review any applications not accepted, considering what is right and just for all students in the course.
- 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.
- If I fail to hand in an Assessment Task by the due date, without reasonable explanation and supporting documentary evidence, I will be penalised by a ZERO mark. However, I understand that the task will still need to be completed to fulfil the requirements of NESA and the course and my eligibility for a ROSA grade for that subject.

Contact Staff 2023

School Executive	
Principal	Mrs Veronica Rolfe (veronica.rolfe@mn.catholic.edu.au)
Assistant Principal – Administration & Cirriculum	Mr Joel Bristow (joel.bristow@mn.catholic.edu.au)
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Leaders of Learning		
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Mathematics	Mrs Melanie Ritter melanie.carrigan@mn.catholic.edu.au	Mathematics Standard (MSS) Mathematics Advanced (MAD) Mathematics Extension 1 (XMA) Numeracy (NUM)
Science	Ms Lisa Bright lisa.bright@mn.catholic.edu.au	Agriculture (AGR) Biology (BIO) Chemistry (CHE) Investigating Science (INS) Physics (PHY)
HSIE	Ms Wendy Thomas wendy.thomas1@mn.catholic.edu.au	Ancient History (AHI) Business Studies (BUS) Legal Studies (LEG) Modern History (MHI) Society & Culture (SOC)
PDHPE	Mr Stefan Sokulsky steven.sokulsky@mn.catholic.edu.au	Community & Family Studies (CFS) PDHPE (PDH) Exploring Early Childhood (EEC) Sport, Lifestyle and Recreation (SLR)
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Support Staff	
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School Counsellor	Ms Simone Colville simone.colville@mn.catholic.edu.au

Section 1 – General Information

1.1 – Welcome and Introduction

Congratulations on the electing to participate in the Year 11 Course. To complete the Year 11 Course, you must successfully complete at least 12 units of Year 11 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 Year 11 Course.

It is important that you read this handbook and ensure you are understanding 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 Year 11 year and hope that your hard work enables you to achieve your potential.

Section 2 – Assessment Requirements and Guidelines

2.1 – The Year 11 Course

Performance in Year 11 Assessments is important as your preparation for 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: educationstandards.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 NESA considers satisfactory
- have completed HSC: All My Own Work (or its equivalent)
- have satisfactorily completed the Year 11 course that comprise the pattern of study required by NESA for the award of a ROSA.
- sit for and make a serious attempt at the requisite examinations.

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Year 11 Courses, and at least 10 units of HSC Courses.

Both the Year 11 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 Year 11 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 in excess of 50% of the available marks for a course.

2.3 – Performance Descriptors

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement. The grade awarded is reported on the student's Record of School Achievement.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievment of that student.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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 taking into account 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:

- the best two units of English must be included in the ATAR
- the best eight units from the remaining Board-Developed Courses are included
- 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

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

Scenario 1 Unforeseen Absence Illness or Misadventure	Scenario 2 Foreseen Absence Extension	Scenario 3 Fails to submit or attend with no supporting evidence
Receive Assessment Task Notification and sign for it ⬇	Receive Assessment Task Notification and sign for it. ⬇	Receive Assessment Task Notification and sign for it ⬇
Prepare your task as per the Assessment Task Guidelines ⬇	Prepare your task as per the Assessment Task Guidelines ⬇	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) Or Submits a task which has evidence of malpractice. ⬇
Unable to attend school due to unforeseen or unavoidable circumstance. ⬇	Unable to attend school due to a foreseen or unavoidable circumstance, ⬇	
Parents must contact the school by 8:45am phone 65437444 or email admin@aberdeen.catholic.e du.au to notify the relevant Leader of Learning that you have a task due and are unwell. ⬇	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. Note: Zero marks awarded until extension is granted ⬇	Teacher refers student to LOL for further investigation and issue a detention for task completion if required. Zero mark awarded in Compass. ⬇
Submit task via email or another student if possible. ⬇		Teacher contacts parents to inform them of the non-submission or malpractice and detention. ⬇
Obtain proof of illness or misadventure i.e. doctor certificate, pharmacy certificate or police report. Complete an Extension/Illness/Misadventure form ⬇	Submit Assessment Task as per the alternative assessment arrangements on the new due date.	Students completes the task. ⬇
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. Note: Zero marks awarded until evidence is submitted. ⬇		Teachers marks the task and provides feedback (even if zero marks are awarded).

The Leader of Learning will inform you in writing of any follow up action		

3.3 – 'N' Determination

Students undertaking the Year 11 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 or not 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 or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements 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 a Year 11 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 Year 11 Courses and 10 units of HSC Courses which fulfil the NESA 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 NESA

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, 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 NESA.

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 Year 11 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 Year 11 course. NESA 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 an 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. 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 particular 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 particular 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.

Note: 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/Traineeship 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 will need to liaise with the Distance Education School regarding assessment requirements for the course. It is the student's responsibility to be aware of the specific requirements for their course. Generally, students have a phone lesson weekly and report to the library for study lessons at which time they will work on their Distance Education Course work. The school will support the Distance Education students as best we can within the resources, we have available.

Section 4 – Assessment Documentation

4.1 – 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

4.2 – 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

4.3 – Illness/Accident/Misadventure – Appeals - Statutory Declaration

Illness Accident Misadventure Form	Appeals Application Form	Statutory Declaration Form

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