



# Year 10 Assessment Policy and Procedures

Year 10 2018



heart  
mind  
life



ST ANDREW'S  
CATHEDRAL  
SCHOOL  
FOUNDED 1885

# Year 10 Assessment Policy and Procedures - 2018

(Registered and Accredited Individual Non-Government Schools (NSW) Manual Section 5.2)

<b>NAME OF POLICY:</b>	<b>Year 10 Assessment Policy and Procedures 2018</b>
<b>DATE OF APPROVAL BY COUNCIL/RELEVANT PERSON:</b>	<b>November 2017</b>
<b>APPROVAL AUTHORITY</b>	<b>Deputy Principal</b>
<b>DATE FOR REVIEW:</b>	<b>November 2018</b>
<b>POLICY STATUS:</b>	<b>Current</b>
<b>CONTACT PERSON:</b>	<b>Director of Learning Senior College</b>
<b>DISSEMINATION:</b>	<b>Available on 'Schoology'</b>
<b>REPLACING POLICY:</b>	<b>Year 10 Assessment Policy and Procedures 2017</b>
<b>RELATED POLICIES:</b>	<b>N-Determination Policy 2018 Disability Provisions Policy 2018 Appeals Due to Illness/Misadventure Policy</b>

## Welcome to Year 10

This guide is designed to provide students and parents with sufficient information so that they are able to:

- Plan and make adequate provisions for their Year 10 workload
- Understand the school and NESA requirements regarding assessment
- Know the responsibilities of the students and school during the Year 10 course.

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Teachers will use their professional judgment to determine whether a student has made a genuine attempt to complete these tasks.

St Andrew's Cathedral School desires for every learner to be engaged and growing every day. I look forward to working with both parents and students to realise this aim.



Mrs Eleni Tatsis  
**Director of Learning Senior College**

## Important Contacts

Director of Learning Senior College

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## Important Documents

The following documents can be obtained from the Student and Parent Portal and Year 10 2018 Schoology page:

- Illness and Misadventure Appeal Form
- ROSA Grading Policy
- N-Determination Policy
- Disability Provisions Policy

## Important Dates

Assessment Blocks/Examinations	Term 2: Monday 21 May – Friday 25 May Term 4: Monday 5 November – 9 November
Semester 1 Interim Report	Week of 19 March
Semester 1 Report	End of Term 2
Semester 2 Interim report	Week of 17 September
Semester 2 report	End of Term 4
Parent Teacher Interviews	Tuesday 8 May 2018

## Rights and responsibilities of students undertaking the Year 10 Stage 5 NESA Course

You have certain rights and responsibilities when it comes to assessments.

### You have the right:

- To be informed about the assessment policies of the NSW Education Standards Authority (NESA)
- To receive clear guidelines relating to the requirements of each assessment task
- To be told the due date of each assessment task in advance
- To receive feedback that assists you to review your work
- To query the marking for an individual task at the time it is returned to you

### You also have the following responsibilities:

- To become familiar and follow the assessment policies and calendars set by the school
- To complete all tasks on time
- Not to engage in behaviour which could be considered cheating or malpractice, including plagiarism
- To ensure that all assessment work is your own or acknowledge the contribution of others
- To follow up any concerns you have with tasks at the time they are marked and returned

## CONTENTS

Introduction .....	1
Assessment Scheduling .....	1
Assessment Programs for Individual Subjects .....	1
Scheduling Assessment Tasks .....	1
Communication regarding Assessment Tasks .....	2
Completion of Assessment Tasks .....	2
Attendance at a scheduled Assessment Task .....	2
Submission of a scheduled Assessment Task .....	3
Submission times .....	3
Late submission of Assessment Tasks .....	3
Illness/Misadventure in Assessment .....	4
Appealing for consideration due to Illness/Misadventure .....	4
Completing and submitting Missed Tasks .....	4
Determining results for Missed Assessment Tasks .....	4
Illness/misadventure during or influencing performance in Assessment .....	5
Determining results for assessment tasks affected by Illness/Misadventure .....	5
Special Consideration in Assessment .....	5
Academic Malpractice .....	6
Definition .....	6
Consequences of Academic Malpractice .....	6
Plagiarism .....	6
Malpractice in test or examination-style tasks .....	7
Seeking unfair advantage .....	7
Non-Serious Attempts at Assessment .....	8
Assessment marks .....	8
Results on Individual Assessment Tasks .....	8
Reliability of assessment data .....	8

## Introduction

Assessment is an important component of a student's senior schooling. The approach of the College is to ensure that any assessment provides valid and reliable evidence of a student's performance against the outcomes in the NSW Educational Standards Authority (NESA) Stage 5 syllabus documents.

### 1. Assessment Scheduling

#### 1.1 Assessment Programs for Individual Subjects

Students will receive a detailed assessment program for each of their subjects from the relevant Leader of Learning. This program will, for each subject, clearly indicate:

- the number of assessment tasks,
- the nature of each assessment task,
- the syllabus outcomes covered by each task,
- the weighting of each task and
- the date and time of each task.

This program will be distributed by the relevant Leader of Learning at the commencement of Year 10.

When establishing an assessment program, Leaders of Learning will ensure that assessments are based on syllabus objectives and outcomes that specify what Students know, understand and are able to do. A variety of assessment tasks and contexts will be provided so that Students are given opportunities to demonstrate their achievement of outcomes in an authentic manner, these are outlined in each syllabus document (and are available on the NESA website). The number of assessment tasks in each subject over the year (including any examinations) is consistent with the requirements set out in each subject's syllabus and assessment documents.

#### 1.2 Scheduling Assessment Tasks

All assessment tasks are timetabled by the Director of Learning Senior College.

Dates and times are published at the commencement of Term 1 (the start of the academic year) for all assessment tasks.

The dates of each examination period are published at the commencement of Term 1. Timetables for an examination period will be published in the weeks prior to each examination period.

The schedule(s) published by the Director of Learning Senior College or their delegate constitutes fair and timely notice to students of the dates of all assessment tasks, and the nature of each individual assessment task.

Any changes to published assessment dates or times are made by the Director of Learning Senior College and will be confirmed in writing to students. Any concerns regarding published dates of assessment tasks should be raised with the Director.

### 1.3 Communication regarding Assessment Tasks

Students are advised of the details of assessment in a variety of ways.

- *Yr 10 2018 Schoology Page*  
This document outlines the nature, weighting, outcomes and timing of each individual assessment task
- *Class Schoology Pages*
- Individual subjects will communicate subject-specific assessment programs
- Individual Assessment Task Hard Copies
- Copies or advice of specific assessment tasks will be distributed to students on timelines established by each individual Leader of Learning

It is the responsibility of students to be aware of the nature and dates of individual assessment tasks, and to familiarise themselves with the requirements of individual tasks

## 2. Completion of Assessment Tasks

Students are required to meet the deadlines and conditions for assessment tasks.

Deadlines and/or conditions are only varied in the cases of documented illness and misadventure (*see Section 3*).

### 2.1 Attendance at a scheduled Assessment Task

*This information relates to Assessment Tasks that are completed on a specified date and time, for example examinations, tests, practical tasks, presentations or performances.*

Students that fail to attend or complete an assessment task at the scheduled time will receive a mark of zero for that particular task.

*Exception: see Section 3 regarding documented Illness and Misadventure*

Students that arrive late for an assessment task (including examinations) will be able to commence the task, but they will not receive any additional time in lieu of their late arrival. Sleeping in, being held up in traffic, or misreading a timetable are not valid (unforeseen) circumstances for missing an assessment task.

Students who arrive late for an assessment task, and who believe that unforeseen circumstances beyond their control contributed to the lateness should report to the Director of Learning Senior College who will determine the appropriate course of action.

Students arriving late to an examination should attend the examination and commence it at the first available opportunity. No extra time will be given, and students will finish the task at the scheduled time.

Students who have an assessment task scheduled on a particular day must not absent themselves from their other timetabled classes on that day in order to prepare for the task. The consequences of being absent from class is a detention. Students that fail to attend timetabled classes prior to an assessment task and are found to be preparing for it will be considered to be seeking unfair advantage over their peers (*See Section 5 : Academic Malpractice*).

## 2.2 Submission of a scheduled assessment task

*This information relates to Assessment Tasks that are to be handed in on a specified date and time. For example, assignments, research papers, practical work, or prepared materials.*

### 2.2.1 Submission times

Year 10 assessment tasks are required to be submitted on Schoology by 8:30am on the scheduled day in the format requested by the relevant Leader of Learning.

Major works in practical subjects are to be submitted to the location and time advised by the relevant Leader of Learning.

Tasks submitted after 8:30am will be considered to be late submissions. Students must take responsibility for confirming the submission of their tasks when submitted electronically, either through *Schoology* or via email.

Students submitting in hard copy must do so at the centralised collection and sign their submission in. Any late submission must be sent directly to the Leader of Learning or class teacher.

Students who have approved leave (granted by the Head of School or their delegate) or a school organised event and will be absent on the day of submission of a task must submit the task by the published date. Extensions are not granted for submissions on account of leave. Students who have commitments that will prevent them from attending school by 8:30am (such as a scheduled appointment) should ensure the task is submitted by this deadline. Extensions may only be granted by the Director of Learning Senior College.

### 2.2.2 Late Submission of Assessment Tasks

Should a student submit an assessment task late, the task will be marked on its merits according to the published marking criteria and will receive feedback on their performance in the task. After the mark is confirmed, the following penalties will apply:

Late Submission	Mark Penalty
1 Day (Up to 24 hours late)	10%
2 Days (24 – 48 hours late)	30%
3 Days (48 – 72 hours late)	60%
3 Days or more	100% (No marks awarded)

Students who do not submit an assessment task within three days will be issued with a warning letter regarding an N-Determination for the subject in question. (See Policy on N-Determinations.)

### 3. Illness/Misadventure in Assessment

On occasions, genuine illness or misadventure may prevent a student from completing an assessment task as scheduled. This might mean:

- Absence on the day of submission or completion of an assessment task
- Submitting an incomplete task,
- Failing to finish or complete a set assessment task (test or similar)
- Having performance in an assessment task negatively affected (test or similar task)

#### 3.1 Appealing for consideration due to Illness/Misadventure

Students must complete all sections of the Illness/Misadventure Appeal form and submit it to the Director of Learning Senior College. The form is available on the Year 10 2018 *Schoolology* page.

Any appeal due to illness requires a doctors' certificate. The certificate must:

- cover the day of the assessment and any subsequent days up to the student's return to school
- identify the nature of the illness
- be issued by a doctor who is not a member of the student's family
- be issued on or before the day of the assessment task. Retrospective certificates will not be accepted

Students must submit the documentation to the Director of Learning Senior College on the next day they are cleared to attend school. Should a student fail to do so, any assessment work will be treated as a late submission.

#### 3.2 Completing and submitting missed tasks

Students should assume that missed assessments will be submitted or completed on the first day they return to school.

To ensure the validity of any assessment completed after the scheduled date the Leader of Learning, at their discretion, may alter the questions on the original assessment task and will arrange a suitable time for the assessment task to be undertaken as soon as possible.

In some cases, to be determined by the Director of Learning Senior College in consultation with the Leader of Learning, it may not be possible to submit or complete an assessment task beyond a specified date. Should a student's Illness/Misadventure Appeal be upheld, this will be regarded as a Missed Assessment Task.

##### 3.2.1 Determining results for Missed Assessment Tasks

If the outcome of an Illness/Misadventure Appeal is that an assessment must be considered to be a missed assessment task, the result for this assessment task will be replaced by the z-score average of a student's results on similar tasks in that particular subject, and/or their rank in other assessments.

This adjustment will be made at the end of the Year 10 course by the Assessment Committee (Director of Learning Senior College, Head of Senior College and relevant Leader of Learning), when the student has completed all other tasks in the Assessment Program for that subject.

However, despite the validity of any illness or misadventure, this can only occur for the minority of assessment in any one subject. All students must complete the majority of their assessment for each subject in valid and comparable conditions to the rest of the cohort.

### **3.3 Illness/Misadventure during or influencing performance in Assessment**

Illness or misadventure that affects a student's performance in an assessment task can only be taken into consideration should they inform the supervising teacher that they are unwell or affected by circumstances beyond their control prior to the assessment task commencing.

Students should complete an Illness/Misadventure form with the required documentation. This can be found on the Year 10 Schoology page and Parent Portal. Original doctor's certificates must be dated on the day of the assessment task.

Students cannot appeal retrospectively, or after the return of results.

#### **3.3.1 Determining results for Assessment Tasks affected by Illness/Misadventure**

The assessment task, as completed, will be marked alongside the rest of the cohort. If the Illness/Misadventure Appeal is upheld and the mark achieved is significantly below the student's average performance (based on other valid assessment data), the result will be replaced by the z score of their results on the other assessment tasks in that particular subject, determined on the basis of their rank in other assessment.

This adjustment will be made at the end of the course, when the student has completed all other tasks in the Assessment Program for that subject.

However, despite the validity of any illness or misadventure, this can only occur for the minority of assessment in any one subject. All students must complete the majority of their assessment for each subject in valid and comparable conditions to the rest of the cohort.

## **4. Special Consideration in Assessments and Examinations**

Applications for special consideration or altered conditions may be made with the Director of Enrichment and Learning.

The Director of Enrichment and Learning may approve provisions if a student has a special need that would, in a normal situation, prevent them from accessing and interpreting assessment items or communicating their response.

Students may not appeal the results on internal assessment tasks on the basis of not receiving a provision for an assessment if they have not applied for or received provisions.

Any appeal on a decision by the Director of Enrichment and Learning regarding the application for provisions should be made to the Director of Learning Senior College.

## 5. Academic Malpractice

### 5.1 Definition

Academic malpractice describes any actions by a student that seeks unfair advantage over their peers in the completion of an assessment task.

It refers to matters such as (but not exclusive to):

- Plagiarism (of published sources or other student work)
- Using unauthorised notes, materials or an electronic device (including mobile phones) while completing a task
- Frivolous or non-serious attempts at assessment
- Misrepresenting absence to seek advantage

### 5.2 Consequences of Academic Malpractice

In cases of suspected malpractice, the student will be required to meet with the Assessment Review Panel, made up of the Director of Learning Senior College, Head of Senior College and the relevant Leader of Learning. The student will be given at least 24 hours' notice of the meeting and should be accompanied by a parent or other appropriate support person. Detailed notes will be taken during the meeting and kept as an official record on the student file. The student will be advised of the findings of the panel and the basis for their decision. The student may appeal to the Head of School if they disagree with the decision. The decision of the Head of School will be final.

In incidents of confirmed academic malpractice:

- A student will receive a mark of zero for the task or section thereof in which they sought unfair advantage
- A detention will be issued

### 5.3 Plagiarism

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

Students who copy other people's work are misrepresenting it as their own. Plagiarism can be unintentional (due to poor research and writing skills) or deliberate (in seeking to copy someone else's ideas). In both cases it is considered to be academic malpractice.

Plagiarism can include (but is not exclusive to):

- Copying from materials published by others, without directly acknowledging the source in appropriate ways
- Having someone else write material or complete work (in the case of a practical work) on your behalf
- Submitting work written by another student
- Copying work from another student with or without their knowledge

Academic honesty applications (including Turnitin) may be used to confirm the authenticity of student work.

## 5.4 Malpractice in test or examination style tasks

Calculators, watches, or other electronic devices capable of storing data (including mobile phones) are forbidden when completing assessment tasks. Candidates are permitted to use their own silent, non-programmable calculators, but only in accordance with procedures determined in individual subjects. Equipment may be allowed in particular subjects with the pre-approval of the Leader of Learning.

Mobile phones or devices must not be taken into any assessment task. Students found to be in possession of a mobile phone or device will receive a mark of zero on that particular assessment task (even if the device is switched off). This decision is final and the penalty will be imposed automatically.

Only clear water bottles and clear pencil cases will be allowed into the examination room. No books, papers, notes or written material may be taken into any examination (or test) without the pre-approval of the Leader of Learning. Calculator covers, drawing equipment, etc. must not have any written material on them. Any material written on a student's hands, arms or other parts of their body or material found in toilets will be assumed to be for the purpose of advantaging them in the task.

Students found to have notes in their possession during an assessment task will receive a mark of zero on that particular assessment task. This decision is final and the penalty will be imposed automatically.

Students must not copy from another student or allow their work to be copied. Students must not allow their answers to lie on desks in such a way as to be visible to others (they should turn them face down) or allow any papers to lie on the floor (including working paper). Students must not take out from the assessment room any examination answer booklets, whether used or unused.

Under no circumstances may a candidate talk to or communicate in any form with another candidate.

Breaching any of the rules listed above constitutes academic malpractice.

## 5.5 Seeking unfair advantage

Students must attend all scheduled lessons on the day of an assessment task. Any lateness or absence prior to completing an assessment will require prior approval from the Director of Learning Senior College and/or a doctors' certificate explaining the absence.

Students should ensure they attend school on the day prior to completing an assessment task and meet their commitments to classes and their other obligations. Students absent on the day prior to an assessment without approval leave should be prepared to provide a doctors' certificate on request.

In some assessments a word limit will be stipulated. Those responses that are deemed to be excessively long will be penalised. The student will be asked to resubmit their piece of work within 24 hours of being notified of its excessive length. The resubmitted piece of work must be a shortened version of the original. No new work is to be included. A 10% penalty will be applied to the resubmitted work as it will now be completed beyond the due date.

## 5.6. Non-Serious Attempts at Assessment

NESA regards frivolous or non-serious attempts at assessment tasks to be examples of academic malpractice. Non-serious attempts include responses with limited engagement with the requirements of the task or unrelated and objectionable material.

A non-serious attempt at an assessment task will automatically result in an N-determination warning letter being issued.

A student identified as making a non-serious attempt at an assessment task will be required to redo the task during a Saturday detention. The original mark will still count.

## 6. Assessment marks

### 6.1 Results on individual assessment tasks

After the completion and marking of an assessment task, students will be given:

- their marked work
- the marking guidelines
- feedback on their performance
- an opportunity to discuss the task with their teacher and/or markers

Any appeals regarding the marking of individual tasks must be resolved at the time when the task is returned to the student. Students should raise any concerns with the class teacher at the time in which the task is returned.

- In the case of essays, an intention to consider an appeal should be lodged with the teacher before the end of the lesson when the work is returned. In such a case, the teacher will initial each full page of the essay and also draw a line at the end of it. The student may then take the essay home, read the marker's comments carefully and consider further whether to proceed with an appeal. Any such appeal must be made within two days.
- In every other circumstance, once a student removes their marked work from the classroom no changes to the mark can be made.

Any appeals regarding the result on an assessment task will be resolved by the relevant Leader of Learning. Unresolved and final appeals should be made to the Director of Learning Senior College.

Results are weighted and collated by *Edumate*, based on the published assessment program. At the end of a year the cumulative weighted results, based on the performance in each task across the A-E grade scale, is used to derive a student's grade for their ROSA.

### 6.2 Reliability of assessment data

The practices and procedures associated with the delivery, marking and moderating assessment are designed to ensure the quality of both the nature of assessment and the validity of the data it creates.

If a Leader of Learning is concerned that an assessment task has produced invalid or unreliable results they will meet with the Director of Learning Senior College to review the results. At no stage will raw marks from an assessment task be discarded. If it is determined that the results are invalid or unreliable and cannot be moderated legitimately to result in a statistically sound spread of student results, the task will be declared void and will be rescheduled. Given the timing and circumstances, it may be necessary to modify the length or nature of the task. Students will be given a minimum of two weeks written notice of any rescheduling of a task.

Students should raise any concerns that they have in regard to the School's assessment processes and procedures with the relevant Leader of Learning (if subject specific) or with the Director of Learning Senior College if of a general nature.