



Chevalier College

FORTES IN FIDE | STRONG IN FAITH

Student Academic Handbook

Stage 6 (Years 11 and 12)

This handbook refers to the Chevalier College assessment policies and procedures for students. It provides guidelines to ensure that students meet the requirements of the NSW Education Standards Authority and the college. The contents of this booklet should be read carefully so that students are aware of their responsibilities and those of the college with regard to assessment.

The policies of Chevalier College, which are made from time to time, are made pursuant to the requirements set out in section 47 of the *Education Act* and of the NSW Education Standards Authority for registration of the college.



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1 Missionaries of the Sacred Heart (MSC) Vision of Education

MSC schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.

With care, compassion and understanding as their hallmark qualities, MSC schools strive to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of community. In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, MSC schools recognise the importance of balanced human development and strive to help young people to achieve their full potential in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the aspirations and needs of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Staff strive to improve their professional appreciation of their work by sharing in prayer and staff development exercises, and participate regularly in programs which enable them to collaborate with greater understanding in the MSC style of education at their school.

Founded on love and built on love, MSC schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith.

2 Student Absences

The NSW Education Standards Authority requires satisfactory attendance at school for the award of the Higher School Certificate (HSC).

Poor attendance at school, including habitual late arrivals or an absence from school for an extended period of time, is of extreme concern to the college. The college, acting on guidelines from the NSW Education Standards Authority, considers that students will find it difficult to achieve outcomes of a course if their attendance is poor. For this reason, the college will not generally approve foreseen absences for extended periods of time (e.g. family holiday during the school term). For more information, students and their parents should refer to the Guide to Student Services, which is published on the college website.

3 Academic Honesty

The academic honesty of students in completing assessment tasks, underpins the integrity of the HSC.

The NSW Education Standards Authority has stipulated that all HSC students will be required to have satisfactorily completed the **HSC: All My Own Work** program, which is designed by the authority. The program aims to help HSC students to follow the principles and practices of good scholarship. This



includes committing to principles of academic honesty equity and respect for the integrity of their own work and the work of others, particularly when locating and using information as part of their HSC studies. The program will be integrated into each student's study program and will be taught as part of the normal course content.

Throughout the assessment process, the highest level of integrity and honesty is required. Failure to meet this requirement may limit a student's marks and jeopardise their HSC.

A student's mark is determined by the quality of the work produced by the student only. Any take-home assessment task or submitted work must formally acknowledge any words, ideas, designs or workmanship of others used in producing the work. It is the student's responsibility to ensure that all unacknowledged work is genuinely their own.

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

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

Students are encouraged to incorporate research from a variety of sources, but sources must be clearly acknowledged through an annotated bibliography and/or footnotes. Students should follow the acknowledgment procedures specified *A Guide to Referencing*, which is available on the college website.

Failure to acknowledge sources constitutes plagiarism.

No work or part of any work that is tainted by suspicion of plagiarism, dishonesty or malpractice can be marked. Where there is any doubt, the onus is on the student to prove that the work is his or hers. Where part of a work is produced by dishonest means, that section will not be marked and a Letter of Concern sent to the parents or caregivers. Where the dishonesty affects a substantial part of the work, then a mark of zero will be recorded, an 'N' Warning letter will be sent home and the student required to resubmit the task.



Determination of malpractice is initially the responsibility of the Leader of Learning concerned although, in exceptional cases, the matter may be referred directly to the Assistant Principal – Learning and Teaching.

4 About Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

The Leader of Learning – Curriculum Administration, manages the assessment program at Chevalier College in collaboration with the other Leaders of Learning.

All assessment practices are supervised by the Assistant Principal – Learning and Teaching.

Assessment tasks can be in differing formats, e.g. online activities, in-class tests, hand-in assignments prepared outside the class, responses to video material or other stimulus material, practical work, aural, oral.

Each course will hold “Assessment Tasks” throughout the course. An Assessment Task may be practical work, fieldwork, portfolio, research assignment etc. Where a task is conducted in class e.g., exam, test, essay, practical, oral etc., it is referred to as an Assessment Event.

These Assessment Tasks and Events are designed so that they conform to the guidelines stipulated by the NSW Education Standards Authority. These include:

- a list of the Course outcomes to be assessed
- the allocated weightings of each of the tasks
- an expectation that individual tasks are not normally worth less than 10% and not more than 40% of the total assessment program
- clear feedback on their performance indicating attainment in the task relative to the Course outcomes being assessed
- an indication of their ranking relative to other students for each task.

Each assessment task enables teachers to collect information about the students’ achievements in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances, highlighting their strengths and where they could make improvements.



The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

4.1 Assessment Principles

The College follows assessment¹ practices promoted by the NSW Education Standards Authority. These practices emphasise *Assessment for and as learning*, while retaining *Assessment of Learning* (summative assessment).

The principles of assessment for learning and assessment as learning strategies have some common elements such as:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and their students decide whether the students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Teachers, using their professional judgment in a standards-referenced framework, are able to extend the process of assessment for learning into the assessment of learning.

4.2 Assessment Policies and Practices

The college assessment policies, expressed in this handbook are designed to encourage student learning, to be fair to students on an individual basis and as a group in each course, and to be fair to the teachers who have responsibility for their implementation.

The college aims to provide students with relevant and meaningful assessment tasks. Therefore, assessment tasks are designed to:

- clearly and effectively assess appropriate outcomes
- allow students to demonstrate their level of achievement
- encourage deeper learning
- use an appropriate level of language, difficulty and time length
- be creative and interesting
- include clear instructions outlining what is expected.

4.3 Assessment Program

The Preliminary assessment program at Chevalier College will start at the beginning of the academic year and will conclude at the end of Term 3.

The Higher School Certificate assessment program (Year 12) at Chevalier College will start at the beginning of the academic year and will conclude at the end of August.

¹ <http://arc.nesa.nsw.edu.au/go/9-10/afl/>



Every student will have access to an assessment grid on the college Learning Management System (Canvas), outlining the requirements in each course. Students will also have access to the assessment dates in Canvas.

4.4 Components and Weightings

Each course has been divided into parts called components. The importance of each component, relative to the whole course, is indicated by a weighting, expressed in percentage form. This is outlined in each subject assessment schedule.

School-based assessment tasks are linked to standards. The standards that the rank order and differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions and the HSC standards packages. (From NSW Education Standards Authority document "HSC assessment in a standards-referenced framework: A Guide to best practice".)

4.5 Assessment Responsibilities

4.5.1 Chevalier College

The NSW Education Standards Authority requires that each school develops an assessment program for each course. In general, this means that Chevalier College is required to:

- set tasks that will be used to measure the student's performance in each component of a course
- specify the value of each of these tasks
- keep records of each student's performance on each task
- provide students with information on their progress
- inform the student in writing of:
 - the assessment components and weightings
 - an indication of when the various assessment tasks will take place
 - the task value for each task
 - the nature of each assessment task (e.g. assignment, test, project etc.)
 - details of the administrative arrangements associated with each task (e.g. student absence, late submission of work etc.).

4.5.2 Students

Students are expected to perform the tasks that are part of the assessment program. Students must be aware of the rules and information in this handbook and the dates of assessment, as published in the *academic calendar*, which is accessible in Canvas.

4.6 Assessment Notification

All assessment task notifications will include the following information as the minimum:



- The name of the subject or course
- The date and time the task is to be submitted
- The outcomes being assessed
- A clear description of the task and what students are required to complete. (At times a sample scaffold suggesting a sample way to complete the task may be provided)
- The mode of submission
- A marking scheme or other criteria
- The weightings

Notification of assessment tasks will generally be communicated to students by the class/course teacher through the college Learning Management System (Canvas) at least 14 days prior to the due date of the task.

If an assessment date is changed by the college, students will be notified of that change in writing. The notification will be signed by the relevant Leader of Learning and the Assistant Principal – Learning and Teaching.

4.7 Word Limits

In cases where Leaders of Learning specify that a word limit is mandatory, not advisory, on the notification, student submissions will not be marked past the word limit (with a ten per cent allowance) if they exceed the word limit. If a student's written submission contains an insufficient number of words, the Leader of Learning may judge that the student has made a non-serious attempt and the student may be required to submit the task again.

4.8 Submission

The submission method is outlined in the assessment notification, and will be to either upload via Canvas or submit by hand.

Assessment tasks must be submitted on the due date by 8.45 am unless otherwise advised on the assessment notification. **The due date applies even if the student is absent from school, on an excursion, other school activity or is suspended.** It is the student's responsibility to ensure the assessment task is submitted by the due date.

Students are advised to keep a copy of all submitted tasks (where possible).

The use of e-mail is discouraged and difficulties with e-mail will not be considered to excuse a late submission.

Technology failure is not an acceptable excuse for the late submission of a task. Students are encouraged to keep draft copies and notes related to assessment tasks, which must be submitted in the event of technology failure. These will be regarded as final assessment submission.

Students who arrive late to the lesson after the assessment task has been collected without sufficient reason will be penalised.



4.9 What if I have difficulties completing a task?

4.9.1 Special Consideration

Extensions

Where a student is aware that they may be away from school on the day of an assessment task, or believe they should be permitted to hand in a task after the due date, they should apply to the Leader of Learning using the Special Consideration form, which is available from Student Services. Under normal conditions a student must give two days' notice before an extension will be considered. Approval of extensions is the responsibility of the relevant subject Leader of Learning, and these decisions will be final, except in the case of Principal's Approved Leave, in which case the Leader of Learning will have received notification of leave from the Principal. In the case of approved leave by the Principal students must discuss the impact leave will have on an assessment task with the Leader of Learning. In all cases, the *Application for Special Consideration in Assessment Tasks form* will be filed by the Leader of Learning with the Assistant Principal – Learning and Teaching.

Absences

If a student is absent from an assessment event, such as an examination, the relevant Leader of Learning will make a determination as to whether the student's reasons are valid, and decide:

- an appropriate time for the student will sit the task; OR
- if the student will sit a substitute task; OR
- in exceptional circumstances, if an estimate will be given (although the student must still complete the task).

Where the student completes the task after the usual assessment or examination period, or completes a substitute task, the student's result will inform an estimated mark and the student will be advised of the outcome. **Students must make a serious attempt at all substitute tasks to receive an estimate.**

Absences on the morning when assessment events are due, will be interpreted as an attempt to gain an unfair advantage over other students in the course. Such absences will need to be justified with a medical certificate or other evidence **or the student will receive a zero mark.**

The steps below must be followed in the event of absence on the due date of an assessment task or absence partial or full on the day of an assessment event, such as an examination. Failure to follow these steps **may result in a zero mark.**

Step 1

Students should seek independent advice, such as a medical certificate or other professional documentation, either immediately before or on the same day as the assessment event for which they are applying. The documentation provided must be current, specific to the date and time of the assessment or examination and submitted with the application form.



Step 2

In the case of illness or misadventure, students are required to complete a copy of the *Application for Special Consideration in Assessment Tasks form* (available from the college website or from Student Services) and provide independent evidence with the application.

Step 3

The *Application for Special Consideration in Assessment Tasks form*, the independent evidence and the completed assessment task (where applicable) are to be handed to the Leader of Learning, not to Student Services **on the first day back at school after the absence.**

If the Leader of Learning approves the application, the form will be submitted to the Assistant Principal – Learning and Teaching.

Students are encouraged to submit applications for special consideration in a timely manner to ensure that the application can be fully considered.

N.B Applications for underperformance will not be accepted after the due date. These applications in most cases must be submitted at least 48 hours in advance.

4.9.2 Failure to submit or complete a task

The following provisions will apply if an assessment task is not submitted on time or a student is absent from in-class assessment task or exam:

- If there is no satisfactory reason given for non-submission (such as a doctor's certificate or prior notice of an exceptional and unavoidable difficulty), then a **MARK of ZERO** will be awarded. In this case, the student and the student's parents/caregivers will be informed in writing by the Leader of Learning, so that the student and parents/ caregivers are aware of the potential consequences.
- If a student fails to satisfy the requirements of an assessment task due to illness or through unavoidable, exceptional circumstances and presents reasons for that failure by some form of certification, alternative arrangements may be made.

4.10 Assessment Feedback

Students have the right to adequate, timely and meaningful feedback on all completed tasks. This may take the form of an appropriate mark, grade or other symbol of achievement, accompanied by all or any of the following:

- A written comment
- On-line feedback
- A meeting with the teacher who marked the task
- The opportunity to resubmit the task or test - at the discretion of the Leader of Learning and Assistant Principal Learning and Teaching.



Any discussion about the task result should occur at the time when the teacher returns the task to the student.

At all times the college reserves the absolute right to determine the validity of an assessment mark and to modify.

4.11 What if I disagree with a mark or an outcome?

All queries regarding assessment should initially be made to the relevant Leader of Learning, including queries regarding marks, grades or feedback, as Leader of Learning can ask the marker to re-examine the student's task. For any other action to be taken, the student will need to make a formal appeal to the AP – LT using the *Assessment Task Application for Appeal form* available from the Assistant Principal – Learning and Teaching.

4.11.1 Appeals

A student has the right of appeal if he or she feels aggrieved by a decision.

To appeal a decision, the student must complete an *Assessment Task Application for Appeal form* (available from the Assistant Principal - Learning and Teaching) that includes a written response stating the grounds for appeal and submit it to the Assistant Principal – Learning and Teaching via student services.

Possible reasons for an appeal include, but are not limited to:

- Where a student feels that the process of assessment as outlined in this handbook has not been correctly followed
- Where a student feels they have been disadvantaged as a result of the organisation of the assessment task.
- Where a student disputes the validity or reliability of a task.
- Where a student believes that a finding of malpractice is incorrect.
- Where there are grounds for believing the marking process has resulted in an unfair outcome.

Students are encouraged to lodge their appeal as close as possible to the time of the assessment event or upon receipt of the task - in both instances 48 hours is the best time frame. Students are discouraged from waiting until they receive their results from the task before lodging an appeal, except in cases where the appeal relates to the results.

Students must demonstrate in their appeal how they have been personally disadvantaged.

In cases where there has been an allegation of malpractice upheld by the Leader of Learning, the onus is on the student to prove that malpractice did not occur by providing evidence to dispute the finding and lodging an appeal.



Upon receipt of an appeal and based on the grounds for the appeal, the Assistant Principal – Learning and Teaching will determine the next steps in the process, which may include one or both of the following steps:

- a discussion with the student and/or their parents/caregivers about the grounds of their appeal
- the assembly of an Assessment Review Committee (usually consisting of the Assistant Principal – Learning and Teaching, the student’s Stage Academic Coordinator and a Leader of Learning) to determine the appropriate action.

The Assessment Review Committee may:

- uphold an appeal or confirm the original decision
- direct a task to be re-marked by a different member of staff to inform the panel’s decision
- direct that the task is withdrawn and assessment weightings adjusted
- direct the Leader of Learning to set another task in lieu for the whole cohort (in such a case, students will be given at least 14 days notification of any extra task)
- in the case of malpractice, review any penalty and direct that it be increased or decreased.

Any decision regarding an appeal will be communicated directly to the student and their parents/caregivers by the Assistant Principal – Learning and Teaching.

There is no available mechanism for appeal to the NSW Education Standards Authority against a school’s judgement of a student’s performance on a particular task. Any disputes over an individual task must be resolved within the school.

5 Students Studying with External providers and Outside Tutors

The delivery of courses studied with an external provider or outside tutor is governed by the NSW Education Standards Authority policies and procedures, as set out in the Assessment Certification Examination (ACE) Manual.

5.1 External Providers

Where students have chosen to study subjects externally (e.g. languages through institutions such as the Open High School or Saturday School of Community Languages), the role of the college in this arrangement is purely as a liaison between the student and the outside institution.

It is the student’s responsibility to:

- be familiar with and follow the assessment requirements of the institution
- maintain a satisfactory attendance record (Saturday School of Community Languages)
- keep up to date with all class work and formal assessment tasks
- maintain contact with the institution.



All course work, assessment tasks and the final assessment mark will be provided by the external provider.

Students requiring further information should speak to the Distance Education Coordinator.

5.2 Outside Tutors

In the case of a course studied with an outside tutor, it is the tutor's responsibility to submit the assessment mark to Chevalier College.

6 Course Completion

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NSW Education Standards Authority; and
- applied themselves with diligence and sustained effort for the set tasks and experiences provided in the course by the school; and
- achieved some or all of the outcomes.

In the HSC course, the minimum requirement is that a student makes a genuine attempt at assessment tasks, which contribute more than 50% of available marks in the course.

The Principal may also determine that, as a result of a poor record of attendance, the course criteria have not been met.

Where the failure to complete course criteria is leading to the possibility that a student may be certified as not having completed a course satisfactorily, early warning via an 'N' notification (Non-completion of course requirements) will be given in writing so that the student and their parents/ caregivers are aware of the potential consequences and the student has sufficient time to correct the problem.

Where a student fails to respond to these warning letters, they place themselves at risk of receiving an "N" determination. This will mean that the course will not be listed on the student's Record of Achievement and can put their HSC in jeopardy.

7 Examination and Formal Assessment Rules

- a) Students will receive information in advance on the examination timetable from the Leader of Learning – Curriculum Administration.
- b) Students who have been granted special provisions such as reader/writer/additional time will be given separate supervision. The learning support team will provide this information.
- c) Students should seek information prior to exam about the equipment they will require for the exams. This includes paper, calculators, bibles etc.
- d) Students should be well prepared and have with them all necessary equipment such as a number of pens, pencils, rulers, staplers, mathematical equipment, calculators etc. Students should place all equipment such as paper (if required), pens, rulers, staplers,



calculators etc. into a clear plastic sleeve or clear pencil case. **No other type of pencil case will be permitted in the exam room.**

- e) No food is to be taken into the examination room.
- f) If a student is absent on the day of an examination, he or she must contact the school to inform the Leader of Learning (refer to section [4.9 What if I have difficulties completing a task?](#))
- g) Students are to wear full school uniform to all examinations. Failure to comply with requirements may lead to the exclusion of the student from the examination room and automatic disqualification.
- h) For class assessments, students must ensure that they are on-time for the lesson.
- i) In the case of formal examinations:
 - i. students must arrive at the examination room **at least fifteen minutes before the scheduled time of the examination**
 - ii. the Leader of Learning will place cards with each student's name, NSW Education Standards Authority number and subject list on the desks.
- j) **No mobile phones or other electronic devices** are to be brought into the examination room unless these form part of the task requirements. Any student found to have a device on his/her person or who accesses his/her device during an examination is liable to receive zero marks for the examination. Students will be informed about arrangements for the secure storage of bags and mobile phones.
- k) All students must line up outside the examination room in alphabetical order unless given other instructions.
- l) The supervising teacher/s will check each student's paper, pens, etc. as the student enters the room.
- m) Students are not to enter the examination room until directed to do so. When students arrive at their allocated desks, they will find:
 - i. a place card with their name and NSW Education Standards Authority number, and subject list
 - ii. writing booklets
 - iii. examination paper
- n) During examinations, students are to use only their NSW Education Standards Authority number to identify themselves. They must not write their name on any examination answer booklets.
- o) The examination will commence at the scheduled time. All examinations have designated 'reading time', and during this time students are not permitted to write. At the conclusion of the reading time, students will be instructed to commence the examination.
- p) Students who arrive late to an examination without a reasonable explanation will not be granted additional time except at the discretion of the relevant Leader of Learning.
- q) Only clear water bottles will be permitted in the examination room.
- r) There should be **no speaking** in the examination room.



- s) Students must not behave in a manner that is likely to disturb any other student.
- t) Students must remain in the examination room for the duration of the examination. No student will be permitted to leave the examination before the conclusion of the examination.
- u) The examinations will be collected before all students leave the hall. Any “non-attempts” of sections or questions in the examination must be noted as such.
- v) Toilet breaks will be supervised and at the discretion of the supervisor. No toilet breaks will be permitted during the first 30 minutes and the last 15 minutes of the examination. A record will be kept of toilet breaks.
- w) There should be no borrowing of equipment during the examination.

Any student who breaches any of the above rules or is found cheating during an examination or who knowingly helps another student cheat, may be give a mark of zero for that examination. Further action may be taken under the college Behaviour Management Policy.

8 Reports and the Allocation of Grades

Reporting is an essential part of the process of engaging parents, students and teachers in a conversation about learning.

Students in Year 11 and Year 12 students will receive a full report each semester. All reports are designed to be easy to understand.

Each full report includes:

- assessment task marks by course and the comparative average mark awarded in that course
- current ranking in course
- a student evaluation / learning profile
- absences from school and whether those absences are explained or unexplained

The fundamental purpose of assessment and reporting is to improve student learning.