THE RECORD OF SCHOOL ACHIEVEMENT

Eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). Information on the RoSa can be found at the Board of Studies website: http://www.boardofstudies.nsw.edu.au/rosa/

The RoSA will:

- Be a record of the full range of student achievements right up to the day they do their HSC or leave school
- Provide an electronic record of achievements that students can use at any time
- Use assessment by teachers in schools, moderated by the Board of Studies NSW to ensure reliability and fairness of grades
- Provide the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- Offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year from next year.

Who will get it?
Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.

When will they get it?
A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?
A RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

Why give grades?
Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students. Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

How will students get grades?
A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the Board of Studies NSW for inclusion on the RoSA if required.

How can we be sure that grades are awarded consistently?
It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the Board of Studies NSW will support that further by providing workshops and online resources, including student work samples.

Why offer literacy/numeracy tests?
Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC. The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

How will literacy/numeracy tests be developed and delivered?
The Board of Studies NSW will offer optional literacy/numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests. Schools will be asked to provide two ‘windows’ each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however they can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

Why record extra-curricular activities?
Increasingly, parents, students, employers and providers of further education are looking at more than a student's level of academic attainment. This information can help form a more comprehensive picture of a student's interests, commitments and achievements in areas other than school.

**How will extra-curricular activities be recorded?**

The Board of Studies NSW has developed a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. It is intended that the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.

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**GRADING SYSTEM**

The grades that a student receives for the Year 10 will be based on Year 10 work only.

In awarding grades to students, teachers use a set of Course Performance Descriptors (CPD) and a series of statements which summarise observable and measurable features of student achievement. The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course. The Course Performance Descriptors can be found on the Board of Studies Website.

Course performance descriptors have been developed for each Stage 5 Board Developed course. For Board Endorsed School Developed Courses and Content Endorsed Courses, such as Physical Activity & Sports Studies, the Common Grade Scale will be used.

The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course. These statements assist teachers to award grades to students based on descriptions of typical achievement from elementary to extensive.

In applying these descriptors, teachers should interpret them in terms of standards that can be achieved by School Certificate students within the bounds of the course. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement, at the end of Stage 5, will determine the grade awarded.

As an assessment and reporting tool, Course Performance Descriptors assist teachers across the state to make sound and consistent judgements about overall student achievement at the end of a course.

**General Performance Descriptors use grades as follows:**

The general performance descriptors describe performance at each of five grade levels:

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.
BOARD OF STUDIES REQUIREMENTS THAT STUDENTS HAVE TO MEET TO BE ELIGIBLE FOR THE AWARD OF THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

To be eligible for the award of the RoSA a student must:

- Meet the mandatory curriculum requirements and satisfactorily complete studies in the Key Learning Areas of HSIE (including Australian History, Geography, Civics and Citizenship), Technological and Applied Studies (TAS), Languages Other Than English (LOTE), Personal Development, Health and Physical Education (PD/H/PE) and Creative Arts (Drama, Music, Visual Arts).
- Satisfactorily apply herself to all the subjects she is studying, by completing all the assessment and classwork tasks.
- Have a satisfactory record of attendance throughout Year 10.
- Be in attendance at school until the final date for Year 10.

The Board of Studies requires that students’ application to their work throughout Year 10 be satisfactory.

- This means each student must show that she has met the course requirements in terms of both effort and achievement.
- Merely attending classes regularly does not constitute satisfactory completion of a course.
- It is expected that a student will complete all the assessment tasks as well as all other assigned tasks including homework and class work.
- If a student is at risk of not satisfactorily completing course requirements she will receive an “N” (Non Completion) warning letter that states clearly what course requirements must be completed. If a student fails to complete the required course work a second warning letter will be sent. Two warnings are required prior to an “N” award.
- If a student should fail to meet the course requirements an “N” award will be given for that course.
- This “N” award shows that the subject was not satisfactorily completed.
- She must achieve some or all of the Board of Studies Outcomes in each course.

At Brigidine College we require students to:

- Actively listen to, and be involved in classroom discussion
- Actively take notes during class
- Follow teacher instructions in class
- Complete class work, class essays and class homework
- Complete assessment tasks and meet all assessment requirements
- Attend school regularly and be on time for lessons
- Perform at an adequate level in tasks dependent on the individual student’s ability

The award of an “N” grade is a very serious matter as it means that a student will not have this course listed on her Record of Achievement and, most importantly, it may also lead to the non-award of her ROSA.

ANY STUDENT WHO IS AT RISK OF RECEIVING AN “N” AWARD IN ANY COURSE WILL BE WARNED BY THE COLLEGE AND PARENTS WILL BE NOTIFIED IMMEDIATELY.

YEAR 10 COURSES

The core courses for Year 10 at Brigidine College are:

- English
- Science
- Mathematics
- Australian History, Geography, Civics & Citizenship
- PD/H/PE
- Religious Education: Catholic Studies

In addition, each student takes two (2) electives.

The final grade that a student receives will be the one that most closely reflects the best overall description of her level of achievement based on Course Performance Descriptors.
RULES FOR COMPLETION OF YEAR 10 COMMON ASSESSMENT TASKS

IT IS THE RESPONSIBILITY OF EACH STUDENT
TO READ THESE RULES RELATING TO ASSESSMENT
AND TO FOLLOW THEM

The following rules and guidelines are implemented in order that all students have an equal opportunity to perform in their Assessment Tasks to the best of their ability and with no unfair advantage over any other student.

Students who fail to submit a task or sit for an examination without good reason, or without following these requirements will receive a zero mark for that task or examination.

- Unless otherwise stated it is assumed that all students will be present at the College by 8.30 am on the day that an assessment task is due. If they are not present by 8.30 am they will require a written explanation and/or doctor's certificate indicating why they were partially absent.

- In the event of a student's illness on the day of an Assessment Task or the due date for submission of a task, it is expected that the school be informed by phone of her absence.

- In the event of an unexplained absence from the College prior to a task, the student may be deemed to have an unfair advantage in the completion of the Assessment Task and an appropriate penalty may apply.

If a student is ill during an examination period or on the day that an assessment task is due, then she must proceed as follows on the first day she returns to school:

- She must submit her assessment task or negotiate a time to sit the examination. This will be negotiated with the KLA co-ordinator for each subject and will be the first available time for that examination.

- It is the student's responsibility to see the KLA/Subject Co-ordinator on the first day she returns to school regardless of whether she has that subject on that day or not. She may then submit the task or organise to do a substitute task. During an Exam Block she should come in on the first day after recovering from illness in order to do catch-up exams.

- Note that the submission of hand-in Assessment Tasks should only be to the KLA/Subject Co-ordinator. Only if the KLA Subject Co-ordinator is absent should the task be given to the subject teacher. Tasks should not be handed into the Office.

- If a student fails to follow the KLA/Subject Co-ordinator's advice about when to sit for the substitute Assessment Task she will be awarded a zero. If she is ill on the substitute day she will need to complete another form and produce another medical certificate as before.

- She must complete the Assessment Task Illness/Misadventure Form. This is obtained from the College Office and must be completed as soon as the student arrives at school. The student must attach a medical certificate or other evidence to this form. This form is to be completed on the first day of the student's return to school regardless of whether she has the relevant subject on that day or not. If absence is due to a family emergency a letter of explanation must be submitted to the Principal who will consider the student's non-completion or absence from a task.

- In the case of illness, the responsibility for completing the Assessment Task Illness/Misadventure Form and producing a valid medical certificate on the day of return to school rests with the student. The Medical Certificate must cover the date of the task and it must clearly explain how this illness impacts on the student's ability to complete the task.

- It is expected that a student who has been absent from an assessment task be ready to complete that task on the first day of her return to school.

- The Curriculum Coordinator will collect the forms and copies will be passed on to relevant coordinators and/or teachers.

Please note the following:
• In the case of an accident/misadventure on the day of an Assessment Task the student needs to follow the steps outlined for illness. Instead of a doctor's certificate she will need to provide valid, written evidence relating to the accident/misadventure.

• If a student wishes to apply for an extension of time because of prolonged absences (sickness/misadventure/family) the student needs to obtain the relevant application form from the Curriculum Co-ordinator and submit this form, along with the necessary documentation, to the relevant KLA/Subject Co-ordinator.

• If for any reason at all a student knows ahead of time that she will be absent on the day of an Assessment Task, she must seek the Principal's approval in writing in advance. If she does not have the Principal's approval prior to her absence she will be awarded a zero for the task. Dental and medical appointments are not regarded as appropriate reasons for absence from Assessment Tasks except in the case of an emergency. After written permission is granted it is the responsibility of the student to see the relevant KLA Co-ordinator prior to the absence to determine the new date for the task.

• If a student is absent on the day a scheduled task is due because of an excursion or other school related matter, it is the student's responsibility to ensure that the task is submitted on or before the scheduled date.

• If a student’s time to complete an Assessment Task will be affected by a non-school commitment, then the student needs to take this into account when organising the time that she has available to complete the task.

• If a student was absent on the day that information relating to assessment was distributed to the class, it is the student's responsibility to inform the subject teacher that she was absent on the day the assessment information was given out. The teacher will then ensure that the student receives the assessment information.

• If a student is late to school and misses the start of an assessment she must report to the office and then proceed directly to the assessment room.

ALTERNATIVE TASKS AND ESTIMATION OF RESULTS

According to the ACE Manual, “…the teacher must assess the student’s actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations…”

When a student is validly absent for an Assessment Task, one of the following procedures will apply:

• The student may be given an extension of time in which to complete the missed task.

• When a student is validly absent for more than one day in the time allocated to complete a task (e.g. a research task) the KLA/Subject Co-ordinator or Curriculum Co-ordinator may give an extension of time. This extension must be applied for before the due date of the task.

• If a student has a valid reason for not attending an excursion/field study which is a mandatory part of her assessment program for a particular subject, the College would explore possibilities of the student completing all the assessment requirements in her own time including the submission of a written report. If there is no valid reason for the student’s absence, the student will receive a zero.
  
  o the student may be required to complete a substitute task which assesses the same outcomes as the missed task.

  o in exceptional circumstances an estimate based on other tasks may be given for the missed task.

  o no more than one estimate or rank substitution or consideration should be given in any one course.

OTHER IMPORTANT INFORMATION

• If a student is absent on the day that an assessment task is issued it is the student's responsibility to collect the task from the relevant coordinator. This is especially important if the task is issued in the week before holidays or exam time. Students who have not collected the task on the day it is given will not be given a time extension.
• If a student is found to have submitted a task that she has previously submitted, either for that subject or for another subject, the student will receive a zero.

• Students need to remember that research or practical work which is completed at home and submitted as an Assessment Task must be solely their own work.

• If there is conclusive evidence to suggest that a student has submitted work that is not her own work, a penalty will be imposed. The penalty will reflect the extent to which the material of the work submitted is clearly not the student's own work.

• If there is conclusive evidence to suggest that a student has produced work that contains plagiarised material, either from text or electronic source, a penalty will be imposed. The penalty imposed will reflect the extent to which the material in the task has been plagiarised.

• Any student found to be disrupting any task will be removed from the room where the task is being held. No alternate arrangements will be made for that student to complete that task.

• If it is apparent that a student has not adhered to the School's assessment guidelines, the relevant KLA/Subject Co-ordinator will need to discuss the matter with the student and a letter will be sent to the parents warning that the student is in danger of an 'N' determination in that course unless the Assessment Task is complete. She will still receive a zero mark for the task. All documentation with regard to such decisions will be kept in the subject department's records and in the central student records.

• In the case where a subject teacher is absent on the day that a task is to be completed in class, the matter will be referred to the relevant KLA/Subject Co-ordinator or in the event of their absence, to the Curriculum Coordinator or Assistant Principal. Wherever possible, alternative arrangements will be made to ensure that the students are able to complete the tasks on the scheduled day.

• If changes need to be made to the nature of the scheduled date or the weightings for an Assessment Task, students will be fully informed in writing of such changes before the scheduled date of the task.

• When students are issued with their Assessment Calendar they are to sign to indicate that they have received it and that they will read it and adhere to its guidelines. This Handbook and relevant grids and calendars will be posted online.

• Once students have been issued with the Assessment Handbook parents will be notified.

• If a student believes her results in an Assessment Task may have been adversely affected by illness or misadventure on the day of the task, she may seek consideration by lodging an Illness/Misadventure form and ticking the appropriate category. Any consideration will be subject to Board of Studies NSW and Brigidine Assessment requirements as well as the professional judgement of the KLA/Subject Co-ordinator in consultation with the subject teacher and Curriculum Co-ordinator.

**APPEALS**

a) About the Marks Received:
If a student thinks a numerical error has been made in the addition of her marks on a particular task she must return her paper to her class teacher immediately. Additions cannot be checked after the lesson is over.

If a student wishes to discuss the marking of her paper she must speak to the marker on the day the papers are returned.

b) Arising from the Conduct of Assessment Tasks:
If a student believes that the procedures used in conducting the Assessment Task disadvantaged her in some way she should appeal to the Assessment Committee in writing stating the reasons for the appeal. The Assessment Request for Review Form can be obtained from the Curriculum Coordinator.

All appeals in writing are submitted to the Assessment Committee. The Assessment Committee consists of the Deputy Principal, The Curriculum Coordinator and the KLA / Subject Coordinator of the course being appealed.
c) About a Grade in a Course:
   If a student believes that her grade in a course is inaccurate because:
   - the Board weightings were not adhered to
   - the stated assessment policies were not adhered to
   - there was a computational / clerical error

Only students are able to appeal. The student appealing should complete the Assessment Request for Review Form and submit it to the Curriculum Co-ordinator.

The Board of Studies also has a review process for students who wish to appeal their rank if they are not satisfied with the school’s review of their rank carried out as a result of their appeal. Information about this procedure is on the Board of Studies website.

THE USE OF INFORMATION TECHNOLOGY IN ASSESSMENT TASKS

As with all assessment work, students are advised to begin preparation early and to avoid leaving work until it is almost due. This provides students with better opportunities to consult with teachers and to overcome any equipment problems.

Students using technology to complete assessment work must back up work on every occasion that they work on the material. Students should print out a hard copy of their most up to date draft of their Assessment Task on every occasion that they add or amend material.

In the event of equipment failure a student must produce, on the day the task is due:
1. The backup copy and/or
2. The last draft print out of the task.

As part of the backup, students must include the assessment item itself and essential notes, statistics, material etc, that she requires to complete the task. These items are to be produced irrespective of the computer platform the student uses at home. Failure to produce both of these items on the day will result in a zero mark. Students must produce proof of the equipment failure as soon as it is available e.g. quote for repairs, repair invoice specifying the problem.

Problems such as running out of disk space, printer ribbons/cartridges and computer paper are not accepted as equipment failures - they are normal maintenance procedures. Students experiencing difficulties with their computer equipment while working on an Assessment Task are advised to consult with their class teacher as soon as the problem is noticed. The student may be advised not to use her computer for assessment work until the problem is solved.

Before a task is due the student needs to check with her teacher on the format required. In some tasks, design, decoration, title pages, shading etc. will be part of the work, in others such features will be regarded as unsuitable.

Unless the teacher indicates otherwise, material is to be handed in the form of a print copy. If a teacher allows a task to be submitted via email, dropbox or another electronic method the student should ensure that it is received by the deadline and check with the teacher to make sure that it has arrived.

CONDUCT DURING EXAMINATIONS

Failure to observe the following rules may result in either zero marks being awarded for the examination or a substantial penalty as determined by the College’s Assessment Committee.

You must follow the supervising teacher’s instructions:
- When assembling for the examination
- During the examination
- After the examination until all students have left the examination area.

You must behave in a polite and courteous manner towards the supervising teacher and other students.

You must stop writing immediately when told to do so by the supervising teacher.

You must bring with you all the equipment that will be needed to complete the examination. This includes bringing a stapler.
You must not:

- Begin writing until instructed to do so by the supervising teacher
- Speak to any person other than the supervising teacher during the examination or in the examination room
- Behave in a way likely to disturb the work of any other student or upset the conduct of the examination
- Take into the examination room, or refer to during the examination, any books or notes, any paper or any unauthorised equipment not required to complete the examination
- Take a mobile phone or programmable device into the examination room not required to complete the examination
- Take any electronic device including a digital media player into the examination room not required to complete the examination
- Eat in the examination room except as approved by the supervising teacher, e.g. diabetic students
- Leave the examination room without permission from the supervising teacher
- If you do not follow these rules, or if you attempt to gain unfair advantage in the examination in any way, you may be asked to leave the examination room.
- If you do not make a serious attempt at an examination you may receive a zero mark for the paper and may jeopardise the completion of the course you are undertaking. This may require you completing the examination at another time.

**PLAGIARISM**

Plagiarism involves using the work of another person and presenting it as one's own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:

a) Copying out in full, or in part, any document or audio visual material (including computer based material).

b) Using or extracting another person's concepts, experimental results, or conclusions.

c) Summarising another person's work

d) Submitting substantially the same final version of any material as another student even when there has been collaborative preparatory work.

Encouraging or assisting another person to commit plagiarism is a form of collusion and may attract the same penalties.