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FOREWORD

As a Senior School, we seek to provide a variety of courses at Brigidine College suited to the particular needs of students who hope to continue their Secondary Education to the Higher School Certificate standard. We aim to provide a learning environment where students can identify their individual gifts and develop those gifts to full potential.

This handbook provides intending senior students and their parents with detailed information about assessment in preparation for the Higher School Certificate and Preliminary Year in 2013.

It is impossible to capture the spirit of Brigidine College in just a few lines. However, it is a spirit of achievement and love of learning which enlivens our curriculum.

At Brigidine College we are strongly committed to the development of young women who:

- respect the dignity of others;
- love learning for its own sake;
- think independently and fairmindedly;
- aim to develop their full potential;
- are well balanced, happy and self-confident;
- belong to a caring community of teachers, students and parents;
- value themselves as women;
- are appreciative of creative and cultural pursuits;
- develop skills that will enable them to adapt to the changes and challenges of life;
- are concerned about significant issues for our world of justice, peace and ecology;
- value prayer and the reality of God and the Catholic faith in their lives.

Our College Motto is "Fortiter et Suaviter - with Strength and Gentleness" and is an ideal for all as we strive to act with strength of character and gentleness of manner. Our long tradition gives our students a sense of pride and confidence.
STRUCTURE OF COURSES IN THE SENIOR COLLEGE

The syllabuses for all Stage 6 (Year 11 and Year 12) subjects have been divided into two parts, the Preliminary Course and the HSC Course.

Work covered in the Preliminary Course will not be directly examined in the HSC Examination. For examination purposes, the Preliminary Course is to be regarded as assumed knowledge which has been covered by all candidates. Examination specifications ensure that the major focus of the HSC examination will be on HSC course content.

Note that:

1. Students who do not satisfactorily complete a Preliminary Course are ineligible to continue to the HSC Course.

   The Board of Studies has advised that students are not able to progress on to the HSC Course unless, in the principal's view, there is sufficient evidence that the student has:
   - followed the course developed and endorsed by the Board of Studies
   - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
   - achieved some or all of the course outcomes.

2. To meet these requirements at Brigidine College students would need 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

3. The work in the Preliminary Course provides the basis for the HSC Course. Students who do not have a good grasp of the content and skills of the Preliminary Course will find it difficult to do well in the HSC Course.

4. Students at Brigidine are required to study a minimum of 12 Units in Year 11 and a minimum of 10 Units in Year 12, however we suggest students study more than 10 units in Year 12. Students must complete a Stage 6 Application to Change Course form when altering their pattern of study.

IT IS THE STUDENT’S RESPONSIBILITY TO ENSURE THAT SHE FULLY UNDERSTANDS AND FOLLOWS THE ASSESSMENT REQUIREMENTS AS OUTLINED IN THIS HANDBOOK.
SENIOR SCHOOL ASSESSMENT

Students follow a formal assessment program in both the Preliminary Course and the HSC Course. Students have completed Preliminary Assessment Tasks in the Preliminary Course but these marks do not form part of their HSC Assessment.

In each HSC Course students complete Assessment Tasks as part of the HSC requirements and it is these marks that will be used to constitute the Assessment Mark and Rank which is submitted to the Board of Studies at the end of the HSC year.

The rules and procedures relating to HSC and Preliminary Assessment are fully outlined in this handbook. Students will also be issued with an assessment calendar which gives an indication of the date of assessments for their subjects.

THE PURPOSE OF HSC ASSESSMENT

The purpose of the school Assessment in reporting for the Higher School Certificate is to provide a summative measure of a student’s achievement based on:

- a wider range of syllabus outcomes than may be measured by the external examination alone, although it must cover all the objectives measured by the examination
- multiple measures and observations made throughout the Higher School Certificate
- the course rather than at a single, final examination.

- measuring achievement at points during the course can provide a better indication of student achievement than a single, final examination because:
  - it increases the accuracy of the final assessment of each student’s achievement by using multiple measures;
  - it caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. practical, research or fieldwork skills); thus broadening the base of the assessment.

STANDARDS REFERENCED ASSESSMENT

The Higher School Certificate will use a standards referenced approach for assessment and reporting.

In a standards referenced approach the performance of a student is assessed and reported against specified standards of achievement that are established for each course.

In the HSC the term standards refers to:

- Syllabus Standards: the knowledge, skills and understanding expected to be learned by students,
- Performance Standards: the different levels of achievement attained by the student in the knowledge and skills of each course. The different levels of achievement demonstrated by students are summarised in the description of a student performance according to specific bands on a performance scale.

The benefits of a standards referenced approach to HSC Assessment include:

- The marks gained in a subject reflect the standards actually achieved by students rather than just indicating a position in a predetermined
distribution. This makes them a clearer indication of what the students know and can do.

- The reports given to the students are more meaningful and detailed, with clear descriptions of different levels of performance.
- All students who meet or exceed the minimum standard receive a mark of 50 or more.
- Students are also able to access and understand the standards of performance against which they are assessed. These may be provided by teachers and are available on the Board of Studies NSW website.

**MODERATION OF ASSESSMENT MARKS**

The Assessment Mark that appears on the HSC Certificate is a moderated mark. The Board of Studies uses moderation procedures in processing schools' Assessments Marks to ensure that students are not advantaged or disadvantaged by the patterns of marks used by their school for the Assessments. These procedures, based on each school's performance in the external examination in the appropriate course, will retain the school's judgement of order-of-merit and relative differences between students but adjust the assessment to a common standard for all schools to ensure state wide comparability.

Because final Assessment Marks are moderated, the Board of Studies has advised schools that students are not to be informed of the Final Assessment Mark. Students are, however, informed of their final ranking in each course.

The moderated Assessment Mark appears on the student's result notice next to the Examination Mark.

**ASSESSMENT INSTRUMENTS**

The instruments used in the various Assessment Tasks could include both formal test situations and less formal, but nonetheless systematic observations of student performance. In a particular subject these may involve some or all of the following:

- written, practical and/or oral/aural tests;
- class assignments including essays and practical tasks;
- projects of varying degrees of length and complexity;
- oral presentations.

The Board of Studies specifies the weighting of examination type tasks by comparison to other assessment tasks that may be used to assess the degree to which students have achieved the outcomes of a subject.

**IT IS IMPORTANT THAT STUDENTS NOTE THAT THE FINAL ASSESSMENT MARK COMPRISSES 50% OF THEIR HSC IN MOST SUBJECTS**
REPORTING OF SENIOR SCHOOL RESULTS

SCHOOL-BASED REPORTS
Year 12 reports are issued halfway through the HSC course and at the end of the HSC course. Year 11 reports are issued at the end of Semester One and the end of the Preliminary Course.

RECORDS OF ACHIEVEMENT
These will be issued by the Board of Studies to all students completing Year 12 whether they undertake the Higher School Certificate examinations or not. The Record of Achievement will indicate courses satisfactorily studied. Students leaving school before completing the Higher School Certificate are eligible for a Record of School Achievement (ROSA).

THE HSC EXAMINATION
At the end of Year 12 students must sit for the Higher School Certificate in all Board Developed Courses, except for Vocational Education and Training Course, where the examination is optional.

Students, who study Content Endorsed Courses and Board Endorsed Courses do not sit for an external exam at the end of Year 12. The results of their work in these courses are reported as an Assessment Mark on their HSC Testamur.

THE HSC TESTAMUR
Students' results in Board determined courses are reported in the following way on the Higher School Certificate Testamur.

- A Moderated School Assessment Mark - This is derived from the Assessment Mark provided by the school for each student and has been moderated against the student's performance in the HSC Examination.
- An Examination Mark.
- An HSC mark - This is calculated by averaging the moderated assessment and examination marks.
- A Performance Band - A scale of marks from 0-100 (or 0-50) accompanied by bands or levels of achievement and specific descriptions of what student performance typically involves in each of the different bands - i.e. what they know and what they can do.

Students receive the ATAR separately from the Testamur.

A Course report will be issued for each course. The report will include:

- An HSC mark located in one of the performance scale bands with a description of the knowledge, skills and understandings typically demonstrated by students in that band;
- an Assessment Mark out of 100
- an Examination Mark out of 100
- A mark of 50 out of 100 on the performance scale will correspond to the minimum standard expected as determined by the examiners in each subject.
- For 1 unit courses the marking scales for both assessment and examination is 0-50 marks.

Students' cumulative assessment ranking will be reported throughout the duration of the course work.
SOME IMPORTANT CONSIDERATIONS ABOUT COURSE WORK

Parents and students need to be aware of the following information provided by the Board of Studies NSW in the Assessment, Certification and Examination Manual 2010 pages 90 - 93.

8.4 Satisfactory Completion of a Course

8.4.1 Course completion criteria

The following course completing criteria refer to both preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

a) followed the course developed or endorsed by the Board
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
c) achieved some or all of the course outcomes.

(See page 5 of this handbook for clarification of what students are required to do at Brigidine College)

8.4.2 HSC Assessment

In addition to any other set tasks and experiences in any HSC course, students must complete HSC Assessment Tasks that contribute in excess of 50 percent of available marks.

8.4.3 VET mandatory work placement

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. The course completion criteria listed in Section 8.4.1. form the basis for this decision. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with an ‘N’ determination.

8.4.4 ‘N’ determinations

The Board has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed course in which they are enrolled in accordance with the requirements issued by the Board.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While the Board of Studies does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by
Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student’s absence to the non-completion of course requirements.

8.4.5 Preliminary courses

A student will be considered to have satisfactorily completed a Preliminary course if, in the principal's view, there is sufficient evidence that the student has met the course completion criteria. Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

In cases of non-completion of course requirements, an ‘N’ determination will be submitted via Schools Online. Courses that were not satisfactorily completed will not be printed on the Record of Achievement.

Students who have received an ‘N’ determination have a right of appeal.

8.4.6. HSC courses

Students studying an HSC course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

For courses where internal Assessment Marks are submitted, students must make a genuine attempt at Assessment Tasks which contribute in excess of 50 percent of the available marks. It is emphasised that completion of Assessment Tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria detailed in Section 8.4.1. It is only when both of these conditions are met that the course is listed on the Record of Achievement.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory. Where mandatory work placement hours are not completed in a VET Industry Curriculum Framework course, an ‘N’ determination should be submitted.

When the principal issues an ‘N’ determination in a course where an internal Assessment Mark is required, this should be indicated via Schools Online. The school must also submit an Assessment Mark via Schools Online - this mark will be reported if the student appeals successfully to the school or to the Board. (Assessment Marks do not need to be submitted for competency-based courses).

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of preliminary courses and 10 units of HSC courses that satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.
RULES CONCERNING THE COMPLETION/SUBMISSION OF HIGHER SCHOOL CERTIFICATE & PRELIMINARY 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.
  - the student may be required to complete a substitute task which assesses the same outcomes as the missed task.
  - in exceptional circumstances an estimate based on other tasks may be given for the missed task.
  - a final rank order may be devised based on completed tasks and outcomes achieved.
  - no more than one estimate or rank substitution or consideration will 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.

**ASSESSMENT FOR OFF CAMPUS STUDY**
(V.E.T. / OPEN HIGH SCHOOL / SATURDAY SCHOOL etc.)

In the case where students have an Off Campus Assessment Task scheduled for the same day as a school based Assessment Task during a Block Examination Period those students are to do the school task and make alternative arrangements with their Off Campus Supervisor if possible.

Students who have a an Off Campus Assessment Task scheduled for the same day as school based Assessment Task are to do the outside task and make alternative with the class teacher/subject co-ordinator for the school based Assessment.

It is the responsibility of the student to inform the subject teacher / co-ordinator of any clash with school based and an Off Campus based Assessment Tasks.

It is also the responsibility of the student to inform the Off Campus Supervisor of any clash with school based and an Off Campus based Assessment Tasks.
Students attending courses of study outside of the College must ensure that they carry sufficient units at the College to satisfy Board of Studies requirements. They must liaise with the Curriculum Coordinator when determining their pattern of study.

**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 Ranking in a Course:
If a student believes that her ranking 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.

**RECOGNITION FOR PRIOR LEARNING**

Recognition for Prior Learning (RPL) is available to students who consider that they may have completed some of the outcomes or competencies (in the case of VET subjects) associated with a course while undertaking other subjects, courses or work experience. RPL is available for all subjects but may particularly apply in Languages and for VET subjects. If students wish to find out more details about RPL they should see the Curriculum Coordinator.
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 or dropbox 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 teachers 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.