



# **ASSESSMENT POLICY PROCEDURES & GUIDELINES**

**YEARS 7 TO 12**

**Revised March 2003  
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## **INTRODUCTION**

Assessment is a complex and important matter. In a School which strives for excellence for all its students, it is inevitable that there will be healthy, and at some times intense, competition.

It is essential that the procedures and guidelines relating to assessment and awards are clearly stated and accessible to everybody.

The purpose of this Policy is to clearly state the procedures, expectations, rules and guidelines which relate to assessment matters at The King's School. It is intended for the guidance of boys, staff and parents. It is not intended to be legalistic, but is an attempt to make complex matters clear.

## **A NOTE ON TERMINOLOGY**

Throughout this document, the word "Assessment" is distinguished from the more general "assessment". The "Assessment Program", comprising a number of "Assessment Tasks", is a formal set of procedures, overseen by the appropriate Head of Department, designed to measure the achievement of all students undertaking a course in a consistent and comparable manner.

Boys will be asked to be involved in many other ongoing (or 'formative') tasks which are not part of the formal Assessment Program, but which nevertheless help the teacher to make an assessment of their learning. Effective learning requires that boys undertake *all* tasks set by their teachers; Assessment Tasks nevertheless have a particular significance.

It is recommended that this Policy be read carefully and regularly to ensure that the procedures relating to Assessment are fully understood. Any concerns or inquiries relating to information in these Sections should be directed to the Director of Studies.

I hope that this document helps to clarify many of the questions and concerns pertaining to Assessment at The King's School.

**Clive Logan**  
**Director of Studies**

## **SECTION 1**

### **WHAT IS MEANT BY ASSESSMENT?**

The NSW Board of Studies defines assessment as “the process of identifying, gathering and interpreting information about students’ learning”.

Assessment can take many forms including submission of written work, observation of class participation, observation of oral presentations, structured interviews, student-teacher discussion, student portfolios, tests, projects and other activities which assist in providing information about a student’s learning.

### **Why do we Assess?**

The Board of Studies has identified that the purposes of internal assessment are to:

- assist student learning
- evaluate and improve teaching and learning programs
- determine student achievement in the course
- provide evidence of satisfactory completion of a course/stage.

Assessment therefore needs to take place at the commencement of a teaching/learning program (diagnostic), during the program (formative) and at the end of the program (summative).

The purposes of assessment are far reaching, thus necessitating that assessment be an ongoing process, whether it be formal or informal, throughout all years of schooling. Assessment contributes to the award of public credentials in Years 10, 11 and 12, and therefore, in order to fulfil the Board of Studies requirements, strict procedures need to be adhered to.

### **What is Assessed?**

Assessment tasks are designed to measure the extent to which students have achieved the Learning Outcomes specified for each particular Course. All syllabuses published by the NSW Board of Studies indicate the Learning Outcomes that are relevant for each course. Syllabuses for HSC courses also specify assessment requirements for that Course.

There are no predetermined patterns of marks or grades superimposed on Assessment Tasks. The purpose is simply to measure and identify what students know and can do in relation to the required Outcomes for each Stage in the courses they are studying.

## SECTION 2

### GENERAL GUIDELINES FOR SCHOOL ASSESSMENT

#### Assessment Programs and Tasks

All students at The King's School will receive a Year Academic Handbook that sets out the details of the tasks to be completed during the appropriate assessment period. This Handbook will also include an Assessment Program for each Course.

- For Year 12, students receive detailed assessment advice in the Assessment Policy for The HSC Course for Term 4, Year 11 and Terms 1-3, Year 12. As well, the relevant Head of Department and/or teacher will inform students of details concerning each Assessment Task.
- For Years 7-11, the relevant Head of Department and/or teacher will inform students of details concerning each Assessment Task.

For Years 7-12, the following details will be given with at least two (2) weeks notice:

- Day, date and time
- Method of assessment and its weighting
- Outcomes to be assessed
- A description of the task's requirements (with any special requirements)
- Marking criteria and/or marking scheme.

Assessment Tasks are developed in accordance with the guidelines provided by the Board of Studies. Key words, which indicate what students are expected to be able to do, will be clearly indicated in the Assessment question. Appendix 1 provides a Glossary of Key Words recommended by the Board of Studies.

Generally it will be necessary to use a number of different Tasks to assess students' achievement in all the knowledge and skills Objectives and Outcomes. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the Course Outcomes for each subject.

Teachers will ensure that all students in a course are assessed comparably by using common tasks and/or a standardised marking scale on formal assessment occasions.

#### Number and weighting of tasks

For its syllabuses, the Board of Studies publishes strict guidelines relating to Assessment Programs, including the number of Tasks to be undertaken. The School requires Heads of Departments to keep the number of Assessment Tasks to a minimum (generally 3-5 for Years 11-12, 4-8 for Years 7-10) so that they do not interfere with the normal processes of teaching and learning more than is necessary.

Students and parents should note that the nature of Outcome Based Assessment means that the final Assessment Mark allocated to each student must be an accurate numeric representation of the level of achievement of the specified Outcomes of the course. While particular weightings are allocated to individual Assessment Tasks, Heads of Department are nevertheless required to ensure that final Assessment Marks reflect the boy's overall level of achievement at the end of the course. Assessment marks achieved

throughout the course will be the most important means of determining this final Mark but may be subject to the application of appropriate professional judgment by the Head of Department when estimates are required.

In some subjects, Assessment takes place over a period of time. In such cases, it will be sufficient for the Head of Department to have given students two (2) weeks' notice of the commencement of the period of Assessment.

In approving the dates for Assessment Tasks, the Director of Studies will endeavour to act to avoid students having to undertake more than **two (2) Tasks** on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than one Task on any day, or has several successive days of Assessments, providing that due notice has been given for each.

### **“Non-Assessment” Periods Before School Examinations**

HSC Assessment Tasks should not be scheduled to occur:

- within **two** calendar weeks of the start of Half Yearly or Trial HSC Examinations.

If a Head of Department wishes to include a task that does **not** require preparation time (eg. a laboratory practical task) and wants to conduct it during the "Non-Assessment" period, approval must be sought and approved by the Director of Studies.

### **Variation from published assessment program**

Should it become necessary to change the date of an Assessment Task once it has been given in writing to students, the Head of Department will negotiate a new date with the Director of Studies and advise the students in writing. Wherever feasible, the Head of Department will endeavour to consult with the classes affected, but this will not always be possible. The three key principles in this procedure will be that:

1. the date will not generally be made earlier than that originally advised
2. the weighting of the Task in the overall Assessment Program will not generally be varied
3. every consideration will be given to ensure that students do not suffer disadvantage.

### **Extensions**

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a boy wish to seek an extension for an Assessment Task, he must apply **in advance** in writing to the Head of the Department involved. The Head of the Department will deal promptly with the application and advise the outcome.

### **Use of Technology for Assignments and Assessment Tasks**

Students at The King's School are encouraged to make use of computers (School computers and/or home computers) when appropriate for completing assignments and Assessments Tasks. If a computer is being used to complete a task, the recommended procedures for the use of technology outlined below should be adhered to:

1. Remember to save the document regularly. Some programs have an Autosave option, which will save your work to a temporary folder on the hard drive.
2. Back up work regularly. If saving to the hard drive, also save to a floppy disk.
3. Print out draft copies of work and keep these in a safe location.

4. Do not leave the printing of your Task until the night before it is due.
5. Do not bring work to school on a floppy disk for printing on the day that the Task is due. Allow a few days if planning to print the Task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Boys are expected to follow the responsible practices in relation to the use of technologies, listed above.

### **Internal Assessment Program**

The Assessment Tasks are designed to produce the main features of a student's performance at each level of achievement measured against the appropriate Syllabus Objectives and Outcomes for the Course. There is no predetermined pattern of awarding levels of attainment for each Task – the level attained provides the best *overall* description of a student's achievement.

The five (5) levels of attainment are:

- Excellent achievement
- High achievement
- Substantial achievement
- Satisfactory achievement
- Elementary achievement.

If there is a reason as to why a student has not been able to demonstrate what he can do, the level will be shown as:

- Not evidenced.

## **ASSESSMENT FOR PUBLIC CREDENTIALS**

In the senior years (Years 10, 11 and 12), Assessment takes on the special significance of contributing to the award of important public credentials – the School Certificate, Preliminary Course Record of Achievement and the Higher School Certificate.

### **The School Certificate**

For each subject presented for the School Certificate, the School conducts an Assessment Program over the four terms of Year 10. The Assessment Tasks are designed to produce a profile of each student's learning and achievement in the particular subject. The Board of Studies has published a set of profile "Descriptors" for each subject, which are then used by the School to determine the appropriate Grade to award to each student. There is no pre-determined pattern of Grades, and the School's determination is final except in the most unusual circumstances.

Possible Grades are as follows:

- |   |                               |
|---|-------------------------------|
| A | Excellent achievement         |
| B | High achievement              |
| C | Substantial achievement       |
| D | Satisfactory achievement      |
| E | Elementary achievement        |
| N | Not satisfactorily completed. |

An 'N' award can only be awarded after two (2) written warnings have been sent to parents.

In English, Mathematics, Science, Australian History, Geography, Civics and Citizenship, the Board of Studies also conducts School Certificate Tests in November each year. (From 2006 there will also be a Test for Computing Skills). Students' results in these tests have no bearing on the School-determined Grades and *vice versa*. The results of the Tests are reported separately and are based on a mark for each subject out of 100, reported as follows:

Band 6	Mark from 90 to 100
Band 5	Mark from 80 to 89
Band 4	Mark from 70 to 79
Band 3	Mark from 60 to 69
Band 2	Mark from 50 to 59
Band 1	Mark from 0 to 49, regarded as below the minimum standard.

### ***School Certificate Results***

Students will receive:

- the School Certificate Testamur (once the Board's requirements have been met)
- Grade results in each subject studied on a Record of Achievement – this is supplied by the School based on the Course Performance Descriptors and School Assessments
- results in the School Certificate Tests – students will receive their own marks and a description of the Band of Achievement in which they are placed.

### **The Higher School Certificate**

The Board of Studies requires that, before students can progress to the HSC Course in Year 12, they must satisfactorily complete the requirements of the relevant Preliminary Course in Year 11.

### ***Preliminary Courses***

Throughout Year 11 (Terms 1-3), the School conducts an Assessment Program in each subject. The purpose of the Assessment Program is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary Course. This determination, but not the actual mark achieved, is reported to the Board of Studies, and is reported on a Preliminary Course Record of Achievement issued by the Board.

### ***Higher School Certificate Courses***

Over the four terms of Year 12 (Term 4, Year 11 and Terms 1-3, Year 12), the School conducts an Assessment Program in each subject. The Board of Studies requires that the School report a mark for each student in each subject that they are presenting for the Higher School Certificate. The purpose of the Assessment Program is to determine this mark through the administration of a variety of Assessment Tasks.

The marks submitted to the Board of Studies are moderated by the Board, based on the examination results achieved by the School's candidates in each subject. ***The moderated Assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each subject.*** Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which the Board provides an HSC result.

***Thus, in every Assessment Task set in Year 11, Term 4 and in Year 12, Terms 1-3, students are working directly towards their HSC result.***

Following the HSC, students will receive a result notice informing them of their:

- Examination mark
- Scaled Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Band achieved, ranging from 6 to 1, reported as follows:

Band 6	Mark from 90 to 100
Band 5	Mark from 80 to 89
Band 4	Mark from 70 to 79
Band 3	Mark from 60 to 69
Band 2	Mark from 50 to 59
Band 1	Mark from 0 to 49, regarded as Unsatisfactory.

Extension units marked out of 50 are reported differently, reported as Bands E4, E3 and E2, with E1 regarded as Unsatisfactory.

### **Keeping of Marks**

Final HSC Assessment Marks are strictly confidential and may not be communicated to students at any time. Students are, however, permitted to know their Rank Order in each course.

## **RESPONSIBILITIES AND PROCEDURES**

### **Responsibilities of Students**

Students are responsible for:

- supporting the learning of others and behaving in an appropriate manner
- reading and understanding the School's Assessment Policy
- attempting each Assessment Task to the best of their ability
- attending all 'in-class' tasks (except in cases of illness or misadventure)
- submitting all 'hand-in' tasks on time (except in cases of illness or misadventure)
- resolving any areas of concern about marks awarded or comments made as soon as possible after the Task is handed back
- resolving any disputes with the subject teacher, Head of Department or Director of Studies
- demonstrating through application and achievement that they have met the requirements of the Course.

### **Submitting work on the due date**

Each student is responsible for completing and submitting all work in the following way:

- on the due date, the student should submit his assignment either to his teacher or to the place specified by his teacher/Head of Department
- Tasks not handed in, in the appropriate manner or place specified, which later go missing, will be treated as late
- a Task not submitted by 3:30 pm on the due date is considered late
- if he arrives late to an Assessment Task, he will not be permitted additional time *unless* there is a valid reason for his late arrival

- if he hands in a Task late (without prior approval and under exceptional circumstances), he will be penalised **20% of the total marks available for the task for each day that is late** – after 5 days zero (0) marks will be awarded
- all Tasks will be marked, regardless of any penalties imposed for lateness – marks and levels attained will show what he **would have received** if the work had not been late, as well as the **penalties imposed**
- technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – he is required to back up his work, or send his work by email to the appropriate teacher or Head of Department.

#### **Absence due to illness or misadventure**

If a student is very ill on the day of an Assessment Task or Examination, he will not be able to attend School to complete the Task.

Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude his attendance. Such circumstances do *not* include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

In the event of an illness, misadventure or trauma, which may affect a student's performance, an Illness/Misadventure during an Assessment Task Form or Absent for an Assessment Task Form may be required to be completed (Appendix 2).

If a student is absent from an Assessment Task or he is unable to submit an Assessment Task that is due, it is his responsibility to:

#### **As a dayboy:**

Notify, or have his parents notify, the Deputy Headmaster's Secretary as soon as possible after 8:30 am (Tel: 9683 8442). He must also inform her of the subject and period scheduled for that day. The Deputy Headmaster's Secretary will then notify the appropriate Head of Department, Year Co-ordinator and the Director of Studies. If ill at School, he must report to the School Hospital before going home. Failure to submit work on the due date will result in late penalties being awarded.

#### **For Years 7-9:**

On return to School, parents must provide written and acceptable supportive evidence for the student's absence to his Year Co-ordinator and to the appropriate Head of Department. Failure to submit acceptable supportive evidence will result in late penalties being awarded. When a student is absent from class on the day of a test, he should expect to complete the test on the first day of his return to School.

#### **For Years 10-12:**

On return to School, parents must provide written and acceptable supportive evidence for the student's absence including obtaining a Doctor's Certificate (from a Medical doctor who is not a relative), dated for the day of the Assessment. This should be submitted to the Director of Studies as soon as possible. Failure to submit acceptable supportive evidence will result in late penalties being awarded. When a student is absent from classes on the day of a test, he may be asked to complete an alternative task on the first day of his return to School.

**As a boarder:**

A student must gain the written consent of the School Hospital and Housemaster. He must inform the Sister on Duty at the Hospital of the subject and period and ask her to telephone this information to the Deputy Headmaster's Secretary as soon as possible after 8:30 am (Ext. 442). The Deputy Headmaster's Secretary will then notify the appropriate Head of Department, Year Co-ordinator and Director of Studies.

**For Years 7-9:**

Failure to submit work on the due date will result in late penalties being awarded. When a student is absent from class on the day of a test, he should expect to complete the test on the first day of his return to School.

**For Years 10-12:**

Failure to submit work on the due date will result in late penalties being awarded. When a student is absent from class on the day of a test, he may be asked to complete an alternative task on the first day of his return to School.

**Other circumstances relating to illness or misadventure (Years 10-12)**

When a student presents himself for an Examination of Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, he may make a claim for Misadventure. He must obtain a Doctor's Certificate (from a medical doctor who is not a relative), dated for the day of the Assessment. This should be submitted to the Director of Studies as soon as possible. An Illness/Misadventure during an Assessment Task Form or Absent for an Assessment Task Form will be required to be completed (Appendix 2).

Similarly, should circumstances eventuate which may prejudice a student's performance in an Assessment Task or Examination, the details should be given in writing to the Director of Studies as soon as possible.

Illness or misadventure in the days immediately preceding an Assessment Task or Examination will not generally be grounds for a misadventure claim. Boys are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment Task or Examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

**Evidence requirements**

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

**Illness:** Provision of a Doctor's Certificate (from a Medical doctor who is not a relative) dated on the date in question and clearly stating the nature of the illness.

**Other cases of Misadventure:** Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the Director of Studies on the day of the boy's return to School, or earlier in the case of a prolonged absence. The Director of Studies will communicate the matter to the relevant Head(s) of Department, then place the documents in the boy's file.

### **Subsequent procedures in relation to illness or misadventure**

Where a boy has missed attending an Assessment Task or Examination, on the day of his return to School, he must see the relevant Head(s) of Department, who will determine, in consultation with the Director of Studies, how to proceed. The Head of Department will determine if it is appropriate and possible for the boy to undertake a similar Assessment Task or Examination; the boy can be required to undertake the alternative on the day of his return to School. Alternatively it may be more appropriate to make an estimate based on other information about the boy's performance.

***Should a boy be absent from an Assessment Task or Examination and fail to follow the procedures above, he will be awarded zero (0) marks.***

### **Failure to submit or undertake an assessment task**

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the Head of Department will advise the Director of Studies, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of zero (0) marks for the Task.

***HSC students in Years 11 and 12 are warned that failure to submit or undertake Assessment Tasks worth at least fifty percent (50%) of the Assessment marks will result in the Headmaster advising the Board of Studies of their unsatisfactory completion of the respective course.*** This is a requirement of the Board of Studies in which the Headmaster has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student's eligibility for the HSC or Year 11 credential.

### **Alleged Malpractice in Assessment Tasks or Examinations**

Students are subject to normal School rules when an Assessment Task is due, particularly in attending *all* classes. Allegations of:

- Cheating
- Plagiarism
- Unsatisfactory conduct
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate Head of Department to investigate the matter and, if proven, reported to the Director of Studies. Where the Director of Studies is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the Assessment Task. The outcome in such cases will be conveyed in writing to parents.

### **Appeals Relating to Assessments**

Appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the respective Head of Department at the time of the return of the Assessment Task.

If there is a problem with:

- Grades allocated by the School for the School Certificate in Year 10; or
- Students not satisfactorily achieving the Outcomes in the Preliminary Course for Year 11,

a student should submit a written appeal, together with evidence, to the Director of Studies, who will convene the Appeal Committee.

For ***Year 12 HSC candidates***, at the time of the announcement of the Rank Order at the conclusion of Year 12, boys have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the School's records and the appropriateness of its procedures. Appeals should be directed in writing to the Director of Studies, who will convene the Appeal Committee, comprising:

- the Director of Studies
- the class teacher
- the appropriate Head of Department
- the appropriate Year Co-ordinator.

The student and/or his parents will have the right to speak to the Appeals Committee in support of the Appeal, if they wish, but may not be present for the Committee's deliberation. Should the student not be satisfied with the ruling of the Appeal Committee, he has the right to further appeal to the Board of Studies within the timeframe published annually by the Board.

## SECTION 3

### EXAMINATIONS

Students at The King's School will all undertake very significant public examinations towards the end of their schooling. The School regards it as vital that training for the demands, skills and appropriate use of time under examination conditions should begin early. Therefore, formal examinations commence in Year 7 but become more demanding in the Senior years.

Examinations are conducted as follows:

#### Years 7-9:

- End of Semester Examinations held for some subjects in Term 2
- Yearly Examinations held towards the end of Term 4

#### Year 10:

- End of Semester Examinations held for some subjects in Term 2
- Yearly Examinations held towards the end of Term 4
- School Certificate Tests in English, Mathematics, Science, Australian History and Geography, Civics and Citizenship (and from 2006 Computer Skills Assessment), held in November

#### Year 11:

- End of Preliminary Course Examinations in Term 3

#### Year 12:

- Half Yearly Examinations in Term 2
- Trial Higher School Certificate Examinations in Term 3
- Higher School Certificate Examinations in Term 4

#### Rules Relating to Examinations

Please note that rules relating to **Absence due to Illness or Misadventure, Failure to Submit or Undertake an Assessment Task** and **Alleged Malpractice**, outlined in Section 2, also apply to Senior School Examinations.

Students should arrive at least 15 minutes prior to the commencement of an examination. The instructions of the supervisor must be strictly adhered to. Students should ensure that they have all necessary equipment required for the examination. Equipment cannot be borrowed during an examination. A clear plastic container should be used to bring equipment into an examination. Any malpractice during the examination will be dealt with accordingly. Matters involving malpractice in internal examinations will be referred to the Deputy Headmaster, who may direct the matter to the Appeal Committee. Matters involving external examinations will be referred to the Board of Studies.

Year 10 and Year 12 students should refer to the procedures outlined in the relevant Rules and Procedures booklet published by the Board of Studies.

## **Special Provisions**

The Board of Studies may approve special examination provisions for the School Certificate Tests and Higher School Certificate Examinations if a student has a special need that would, in a normal test situation, prevent him from:

- reading and interpreting the test or exam questions, and/or
- communicating knowledge or understanding to a marker as effectively as a student without that special need.

Applications for Special Provisions for Years 10 and 12 must be made on the official Board of Studies application form and are usually due by the end of the year prior to the student sitting the external examination. Application forms and assistance in completing the forms can be obtained from The King's School ESS (Educational Support Services) Department.

Typical reasons for the granting of special provisions include visual or auditory impairment, learning difficulties or fine motor difficulties. Successful applicants will be granted provisions deemed appropriate by the Board. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper.

Once the Board has granted a special provision, the School will also endeavour to make the same provision during its own Examinations.

It is important to note that provisions granted for the School Certificate are *not* automatically carried forward for the Higher School Certificate. A new application must be submitted to the Board of Studies at the appropriate time. The School is ultimately bound by the judgements made by the Board of Studies and must heed the Board of Studies' decisions in such matters.

Application for the extension of special examination provisions to tasks other than Trial Examinations must be made to the Director of Studies via the ESS Co-ordinator. The ESS Co-ordinator will provide the Heads of Department with details concerning students' eligibility for special provisions and the nature of the provision to be offered. The Head of Department is responsible for ensuring that the approved special provisions are adequately catered for throughout the Assessment period.

As a general guideline, the School does not offer special examination provisions for students in Years 7 to 9. However, students who are eligible for external teacher aid funding or students with special circumstances, may make application on the appropriate form for special examination provisions. Where possible, applications will be assessed externally and the special provisions granted should be comparable to the current provisions granted by the Board of Studies for similar circumstances. As the school is not in a position to make rulings on behalf of the Board of Studies, parents or guardians are required to sign a disclaimer recognising that The King's School cannot guarantee that similar, or in fact any, special provisions will be approved by the Board of Studies for School Certificate or Higher School Certificate Examinations.

### **Administration of Special Provisions within the School**

Some Special Provisions, such as the provision of a Writer and/or Reader, require considerable personnel resources *which may, at times, be beyond the ability of the School to provide*. To maximise the possibility of meeting the requirements of boys, the following procedures should be noted:

- a) The ESS Department will be responsible for the administration of all Special Provisions.
- b) Boys with approved Special Provisions are not required to take further action in relation to formal School Examinations. ESS personnel will endeavour to ensure that the requirements of all such boys are accommodated.
- c) Boys requiring extra time for Assessment Tasks (such as in-class tests) should notify their teacher as soon as such an Assessment Task is notified. It will be the responsibility of the teacher to liaise with the Head of Department to accommodate the boy's extra time internally. Separate supervision may not always be provided.
- d) For boys requiring a Reader and/or Writer or the use of a personal computer (or another provision requiring extra personnel) for Assessment Tasks, it is the *responsibility of the **BOY** to advise the Co-ordinator of ESS with at least FIVE (5) working days notice* of their need for this assistance. Failure to give adequate notice may prejudice the School's ability to meet the request. Boys requiring assistance of this sort may be required to undertake the Assessment Task at a different time (such as after School hours) from the remainder of the class to suit the requirements of the people assisting them.
- e) Where the use of a personal computer is allowed, the Head of Information Services will be responsible for providing a computer, if required. He/she will ensure that there is no inappropriate material stored on the computer, and will, so far as is possible, disable functions which are not permitted in Assessment situations. The following rules will apply:
  - Students may not use functions such as 'spell check' or 'grammar check' or other computer functions which may give them an advantage over other candidates sitting a pen and paper examination. Cutting and/or copying and pasting, however, are permitted.
  - Students are not to format their work beyond simple paragraphing and other conventions which would be accessible to students sitting a pen and paper examination.
  - A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
  - Simple drawing programs are permitted where students are required to draw diagrams etc. for an Assessment Task.
  - The choice of software made available on computers used for this purpose will be made by the School.
  - For the purposes of ensuring compliance with these rules, students using personal computers may be closely supervised.
  - The School will not be responsible for technical failures which may occur at the time of an Assessment Task or Examination.

## SECTION 4

### SCHOOL REPORTS

The School formally reports on student progress at least two times each year:

- an interim report for all Year 7 boys and new boys in Years 8-12 at the end of Term 1.
- a full School Report for Years 7-12 at the end of Semester 1 (Term 2)
- a full School Report for Year 11 following Preliminary Course Examinations in Term 3
- a full School Report for Year 12 following Trial HSC Examinations in Term 3
- a full School Report for Years 7-11 following the Final Examinations in Term 4.

**Interim Reports** provide a “snapshot” of a student’s progress early in the student’s time at The King’s School. Marks will not be included and the focus will be each boy’s progress and his Responsible Learning Profile.

**Full School Reports** provide detailed information concerning the student’s progress within each course, including:

- for all years, a **Course Description** will be provided
- for all years, **Performance Outcomes** will reflect the student’s achievement in different Outcomes over the reporting period
- for all years, an **Examination Mark, Mean and Place in Exam** will be provided after examinations or at the end of a course
- for Years 7-10, a **Cumulative Assessment Mark** and a **Course Mean** will be comparable across classes within the same course
- for all years, a **Place in Course** will be provided
- for all years, a **Responsible Learning Profile** will be included
- for all years, a **Teacher’s Comment** and **Recommendation** will be included
- for all years, a **Tutor’s** and **Housemaster’s Comment** will be included

### FINAL MARKS FOR REPORTS

Final marks for Reports for Years 7-10 each semester provide a numeric summation of the student’s achievement in relation to the required Outcomes of the course at that stage. The procedures described here have been modelled on the requirements of the Board of Studies as they apply to the School Certificate and the Higher School Certificate.

#### **For Years 7-9:**

Final marks for reports will be derived from a wide range of measures which may include Examinations, Common Tests and Assessment Tasks and class work, as determined by the Head of Department. The Head of Department will ensure that appropriate moderation procedures are used to ensure that all component marks are comparable across classes; unmoderated class marks will not be included.

The Final mark for Second Semester will reflect the work of the entire academic year, but with much greater emphasis on the student’s achievement by the end of the second semester. The Final Examination will contribute no more than forty percent (40%) to this Final mark. (This will not be the case for those subjects that are semesterised where all Assessment is completed within the semester).

It is the responsibility of the Head of Department to ensure that, as far as possible, Final marks are an accurate reflection of each boy's achievement of the Course Outcomes. However, the Head of Department may exercise appropriate professional judgement in finalising Marks to ensure that this requirement is met and that marks reflect an appropriate pattern of Performance Outcomes.

***For Years 10-12:***

At the end of First Semester, the Head of Department has the responsibility of ensuring that Marks for Year 10 (or Place in Course for Years 11 and 12) entered on School Reports are an accurate reflection of the student's achievement of the Course Outcomes at that stage. Final marks for First Semester Reports for Year 10 and Place in Course for Years 11 and 12, will be derived only from Common Tasks as stipulated in the published Assessment Program for the School Certificate, Preliminary Course or HSC Course. As the Assessment Program has a currency throughout the academic year, this report will reflect the boy's achievement throughout the year to that time.

Final marks for End of Course Reports for Year 11 Preliminary Course and Year 12 HSC Course in Term 3 will be derived from the year's work to that time. However, as final Assessment Marks are required by the Board of Studies to remain confidential, they cannot be reported by the School. Therefore, only the student's Final Place in Course will be included on the School Report.

At the end of Term 4, reports for Year 11 will be derived from the student's first Assessment Task(s) for each subject undertaken for the HSC Course. Year 10 reports will reflect the whole year's achievement by students.

Heads of Department have responsibility to ensure that appropriate marking procedures are followed to ensure a consistency of marking across different classes within the same course. Particular care is exercised with Year 12 Assessment Tasks and Examinations. In all Year 12 Examinations, students use candidate numbers instead of names. Numbers are not converted to names until marking has been finalised.

In each Department, the Head of Department oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary from Department to Department, depending on the nature of the student work being assessed, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Each Head of Department is responsible for developing a policy in relation to this matter, ensuring that staff are aware of procedures and implement them at all times.

These procedures may include:

- One marker only marking an entire question or task
- Pilot marking (*i.e.* teachers mark in teams to agree on the standards)
- Double marking (*i.e.* two teachers mark each paper)
- Check marking (*i.e.* a teacher checking the marking of others for consistency)
- Group marking (*i.e.* teachers mark in teams, with comparable standards)
- Employment of external personnel to mark, double mark and/or check mark
- Student checking of marking.

## **SECTION 5**

### **AWARDS**

#### **Academic Awards**

At the commencement of a new year, the Headmaster, on the advice of the Prize Committee and the Director of Studies, awards the following Colours:

- Half Colours to those boys who achieved Academic Proficiency in Year 10
- Full Colours to the top 3 academics in Year 10
- Full Colours to those boys who achieved Academic Proficiency in Year 11
- Honour Colours to the top 3 academics in Year 11.

In Year 12, the Headmaster, on the advice of the Prize Committee and the Director of Studies, awards the following Colours:

- Full Colours to those boys who achieved Academic Proficiency based on the First Semester Reports and Assessment results
- Honour Colours to the top 3 academics based on the First Semester Reports
- Honour Colours to the top 3 academics who achieved Academic Proficiency based on End of Course Reports and Final Assessment results (if not already awarded).

The names of boys receiving Academic Colours are recorded annually in The King's School Magazine.

#### **Other Academic Recognition**

From time to time the Director of Studies may recommend to the Headmaster that he present a boy with an Academic Award or Certificate for meritorious achievement. Such recommendations involve the following procedures:

1. Heads of Department may present Department Awards to students for outstanding academic achievement within their Department. Policies for making such awards are developed by each Head of Department, but reflect the fact that a Departmental Award is highly regarded and not easily earned.
2. When a student has received a Department Award from at least 3 departments, he may apply to the Director of Studies for an Academic Certificate.
3. The Director of Studies will assess the application and advise the Headmaster to make such a presentation at a Headmaster's Assembly.

#### **Awards For Year 12 Graduation Day**

The following Academic Awards are made at the Year 12 Graduation at the conclusion of Term 3:

- Dux of Year 12
- 1<sup>st</sup> Place in each Subject
- Academic Proficiency prizes
- Consistent Effort Certificates
- Academic Honour Colours.

### **Awards For Speech Night**

The following Academic Awards are made at the annual Speech Night at the conclusion of Term 4:

- Dux of each Year in Year 11 and Year 12 (represented)
- 1<sup>st</sup> Place in each Subject for each Year group, Years 7-11
- Academic Proficiency prizes for boys in each Year group, Years 7 to 11
- Consistent Effort Certificates for boys in each Year group, Years 7 to 11.

### **Scholars' Assembly**

Each year, at the beginning of the new School Year, the Headmaster convenes a Scholars' Assembly, at which he acknowledges the achievement of outstanding scholars from the most recent Higher School Certificate.

Criteria for inclusion at the Scholars' Assembly are as follows:

- A UAI greater than or equal to 99
- A reported HSC mark of 100 in any 2 unit Board Developed Subject, or 50 in any 1 unit Board Developed Subject
- Reported HSC marks in Band 6 (90-100) in subjects equivalent to at least ten units
- Winning one of the major University scholarships
- Selection of an HSC work for inclusion in *Art Express*, *Encore* or the Design & Technology display (or equivalent avenues of public recognition which may be developed).

## Appendix 1

### A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses in Examinations and Assessment Tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole.



## Appendix 2 Illness/Misadventure during an Assessment Task

*Complete the following details and hand this form to the supervising teacher. Please submit any additional documentation (Doctor's Certificate, Supporting Statements etc.) to the Director of Studies.*

***NB Retrospective claims will not be considered.***

**Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Assessment Task:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class Teacher:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_

**Description of the circumstances:** *(to be completed by student)*

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..... *(Student's Signature)*

### **Supervising Teacher's Comment:**

*Supervising teacher to record their confidential observations below and submit the completed form to the Director of Studies:*

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..... *(Supervising Teacher's Signature)* ..... *(Date)*

..... *(Head of Department's Signature)* ..... *(Date)*

..... *(Year Coordinator's Signature)* ..... *(Date)*

..... *(Director of Studies' Signature)* ..... *(Date)*

Cc     Director of Studies  
       Year Coordinator  
       Housemaster  
       Tutor  
       Head of Department



## Absent for an Assessment Task

Complete the following details and hand this form to the appropriate Head of Department.  
Please attach any additional documentation (e.g. Doctor's Certificate, Supporting Statements)  
**NB Retrospective claims will not be considered.**

**Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_ **House:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

**Assessment Task Details:** \_\_\_\_\_

**Class Teacher:** \_\_\_\_\_

**Reason for Absence:** *(to be completed by student)*

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..... *(Student's Signature)*

..... *(Date)*

**Head of Department's Comment/Recommendation:**

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..... *(Teacher's Signature)*

..... *(Date signed)*

**Director of Studies/Appeal Committee Decision:**

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.....*(Director of Studies' Signature)* .....*(Date signed)*

Cc     Director of Studies  
       Year Coordinator  
       Housemaster  
       Tutor  
       Head of Department

