

ASSESSMENT POLICY
FOR YEARS 10, 11 AND 12



TRINITY GRAMMAR SCHOOL

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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 rules relating to assessment and awards are clearly stated and accessible to everybody.

The purpose of this Policy is to make clear the procedures, expectations, rules and protocols which relate to assessment matters at Trinity. It is intended for the guidance of boys, staff and parents. It is not intended to, and does not create, legal obligations. While it is an honest attempt to make complex matters clear, the School accepts no liability for alleged breaches of these guidelines.

It should be read carefully and regularly.

I would be grateful for comment, positive or negative, and suggestions for improvement, from members of the School community. Such comments, as well as inevitable changes which will flow from credentialing authorities and the School's own forums, will ensure that the next edition is even more helpful.

I hope that this document helps to clarify many matters of proper concern to any academic community. Now in its sixth edition, I believe that the Policy now reflects the many useful comments and clarifications which have been received in previous years.

Alan Harper
Director of Studies
February 2009

A NOTE ON TERMINOLOGY

Throughout this document, the word “Assessment” (capitalised) is distinguished from the more general “assessment”. The “Assessment Programme”, comprising a number of “Assessment Tasks”, is a formal set of procedures, overseen by the respective 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 undertake many other tasks which do not form part of the Assessment Programme, 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.

SECTION 1

PURPOSES OF ASSESSMENT

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

Assessment is a vital part of the School’s teaching and learning Programme as it provides parents, teachers and students with valuable information about students’ learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

In Senior School (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, Higher School Certificate and International Baccalaureate.

ASSESSMENT OF LEARNING OUTCOMES

All syllabuses published by the NSW Board of Studies for Years 7 - 12 specify required Learning Outcomes. Syllabuses for the International Baccalaureate take a similar approach. The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time. For this reason, while Assessments will be carried out throughout the year, the Assessments completed towards the end of the year are of most importance and will be weighted accordingly.

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 subjects they are studying.

Public Assessments conducted for the School Certificate (the School Certificate Tests), Higher School Certificate (HSC Examinations) and International Baccalaureate Diploma (IB Examinations) are also based on the measurement of learning outcomes.

ASSESSMENT FOR PUBLIC CREDENTIALS

The School Certificate

For each subject presented for the School Certificate, the School conducts an Assessment Programme 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

In English, Mathematics, Science, Australian History and Geography and Computing Skills, the Board of Studies also conducts School Certificate Tests in November each year. Students' results in these tests have no bearing on the School determined Grades, and *vice versa*. The results of the Tests are reported separately.

Test results are based on a mark for each subject out of 100 and are 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

The Higher School Certificate

The Board of Studies requires that, before students can progress to a Higher School Certificate (Year 12) course, they must satisfactorily complete the requirements of the relevant Preliminary (Year 11) course.

Preliminary courses

Throughout Year 11 the School conducts an Assessment Programme in each subject. The purpose of the Assessment Programme 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 the School conducts an Assessment Programme in each subject.

The Board of Studies requires that the School report a mark for each student in each subject which they are presenting for the Higher School Certificate. The purpose of the Assessment Programme is to determine this mark through the administration of a variety of Assessment Tasks.

The marks¹ which are 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 in Year 12 students are working directly towards their HSC result.

¹ The procedures described in this paragraph refer to Board Developed Courses only. Most subjects offered at Trinity Grammar School are Board Developed Courses. The small number of exceptions are identified in the Courses Guide published each year, and in other relevant documentation relating to boys' choice of subjects.

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

- Examination mark
- Moderated Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Achievement band ranging from 6 to 1².

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

The International Baccalaureate

The International Baccalaureate Organisation requires the School to provide a Predicted Grade for each student in each subject presented for the IB (except Theory of Knowledge). In some subjects an Internal Assessment is also required.

A Predicted Grade requires the teacher to exercise a professional judgment to predict the final outcome of the course. This professional judgment will be based on the teacher's professional knowledge and assessment of the boy, and will be influenced by the whole range of assessment tasks and other work presented by the boy during the IB Programme. Should the student suffer some misadventure at the time of the IB Examination, the Estimated Mark may become the basis upon which the IB Organisation provides a course result.

An Internal Assessment mark is based on the course Assessment Programme and will be moderated by the International Baccalaureate Organisation (IBO) to ensure consistency of standards across the world-wide candidature. The moderated Internal Assessment then contributes directly to the student's final result for the subject (the percentage differs from subject to subject).

Throughout the eight terms of the IB course, the School will conduct an Assessment Programme in each subject. Tasks undertaken in Year 12, in particular, will be used to determine the Internal Assessment mark submitted to IBO, as well as significantly influencing the Predicted Grade determined by the teacher.

IB candidates receive a mark for each subject out of 7, and a total mark out of 45. This comprises

- 3 Higher Level (HL) subjects each out of 7 (= possible 21 marks)³
- 3 Standard Level (SL) subjects each out of 7 (= possible 21 marks)
- Theory of Knowledge and Extended Essay out of 3

The IB Diploma is awarded to a candidate whose total score is 24, 25, 26 or 27 points, providing the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the Diploma
- b) All CAS requirements have been met.
- c) (*For 2009 only*) Grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them

² This varies slightly in Extension subjects.

³ Candidates may elect to enter four HL and 2 SL subjects.

- (From May 2010)* At least a grade D has been awarded for both Theory of Knowledge and an Extended Essay
- d) there is no grade 1 in any subject
 - e) there is no grade 2 at Higher Level
 - f) there is no more than one grade 2 at Standard Level
 - g) overall there are no more than three grades 3 or below
 - h) at least 12 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 16 points at Higher Level)
 - i) at least 9 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 6 points at Standard Level)
 - j) the final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to candidates whose total score is 28 points or above, provided all the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the Diploma
- b) All CAS requirements have been met.
- c) *(For 2009 only)* Grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them
(From May 2010) At least a grade D has been awarded for both Theory of Knowledge and an Extended Essay
- d) there is no grade 1 in any subject
- e) there is no grade 2 at Higher Level
- f) there are no more than two grades 2 at Standard Level
- g) overall there are no more than three grades 3 or below
- h) at least 11 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 14 points at Higher Level)
- i) at least 8 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 5 points at Standard Level)
- j) the final award committee has not judged the candidate to be guilty of malpractice.

SECTION 2

THE ASSESSMENT PROGRAMME IN SENIOR SCHOOL (YEARS 10-12)

In Senior School, Assessment is part of the public credentialing process. Strict rules are laid down by the Board of Studies and the International Baccalaureate Organisation⁴ and the School must obey these, both to maintain the integrity of the Assessment process and to serve the best interests of Trinity boys. The rules which govern Assessment in Years 10-12 are contained in this section.

ASSESSMENT PROGRAMMES

For each subject in each Senior School Year group the Head of Department will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate

- the Assessment Tasks which will take place throughout the academic year
- in general terms what syllabus outcomes each Task is intended measure
- approximately when each Task will occur (with specific dates to be supplied later)
- what percentage of the final Assessment mark each Task contributes

NUMBER AND WEIGHTING OF TASKS

For its syllabuses the Board of Studies publishes strict guidelines relating to Assessment Programmes, including the number of Tasks to be undertaken. The School requires Heads of Departments to keep the number of Assessment Tasks to a minimum so that they do not interfere with the normal processes of teaching and learning more than is necessary.

Students 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 his 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.

TIMING AND NOTIFICATION OF ASSESSMENT TASKS

Heads of Departments will negotiate a suitable date (or dates) for each Assessment Task with the Director of Campus. Once determined the date(s) will be placed on the Trinity School Calendar, which is available on the School's Website.

⁴ The rules determined by the International Baccalaureate Organisation differ in some ways from those of the Board of Studies. Generally the principles in this document apply to *all* Trinity Senior School students. However where the IBO regulations differ, the IB Director, in consultation with the Director of Studies, may authorise a variation from these rules.

At least two (2) weeks prior to the actual conduct of any Assessment Task (other than formal Examinations), the Head of Department will give the specific date (or dates), and details of the Task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing. A pro forma has been developed for this purpose.

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 Campus will endeavour to act to avoid students having to undertake more than one Task on a given day⁵. However experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a boy has more than one Task on any day, or has several successive days of Assessments, providing that due notice has been given for each.

VARIATION FROM PUBLISHED ASSESSMENT PROGRAMME

Should it become necessary in unusual or unforeseen circumstances 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 Senior Master and advise the students in writing⁶. 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

- a the date will not generally be made earlier than that originally advised
- b the weighting of the Task in the overall Assessment Programme will not generally be varied
- c 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. A pro forma is available for this purpose. The Head of the Department will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Boys are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION AND OTHER CASES OF MISADVENTURE

⁵ Except during designated Examination and/or Assessment Sessions.

⁶ Notification in writing can include the Head of Department or teacher supervising the students to write the amended details in their Record Book.

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.

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.

Parents of boys who will be absent for an “in class” Assessment Task or Examination are requested to telephone the Student Services Secretary (02 9581 6033) as early as possible to notify staff of the circumstances. To ensure that the significance of the message is understood and conveyed, it is important that the message advise that an Assessment or Examination is involved.

Other circumstances relating to illness or misadventure

When a student presents himself for an Examination or 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), covering the day of the Assessment. This should be submitted to the Director of Studies as soon as possible.

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) covering the date(s) 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.

Where a boy has attended an Assessment Task or Examination while ill or subject to the effects of other misadventure, and his appeal is upheld by the Director of Studies, the following procedure will be followed:

1. His paper will be marked along with all others.
2. The Head of Department will then examine the marks awarded in relation to other Assessment data and other relevant evidence of the boy's level of achievement.
3. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted.

In cases where an estimate is awarded, the Head of Department will exercise his or her professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Head of Department cannot predicate estimates on a boy's potential or ability alone. The boy's rank order in the course may not necessarily be maintained.

LATE ATTENDANCE AT AN ASSESSMENT TASK OR EXAMINATION

Students who arrive late for an Assessment Task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Head of Department concerned. The Head of Department will determine an appropriate course of action.

Students who arrive late for a School Examination must report to the Master of the Senior School or the Director of Studies, who will determine an appropriate course of action. In general, the procedures of the Board of Studies will be followed, *i.e.* students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal School Examinations, the Master of the Senior School or Director of Studies may exercise discretion in this regard; for external / public Examinations no such discretion is available.

SUBMISSION OF ASSESSMENT TASKS

Assessment Tasks are extremely valuable and must be handed in responsibly. Tasks completed at home must be submitted directly to the student's teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment Tasks may be submitted to the respective Head of Department, or failing that to the Director of Studies, Master of the Senior School or Director of Studies' Secretary.

In the case of all Assessment Tasks completed at home, the student is required to keep a good copy of the submitted Task. A back-up copy on computer disk or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. **Loss of a Task, either electronic or physical, will not generally be accepted as a valid reason for late submission**⁷.

ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

At some times, students may be instructed, or permitted, by the Head of Department to submit Assessment Tasks electronically. When this is required or permitted, the task may be submitted on CD, by email or via an electronic “drop box”, but not on floppy disk, DVD or other medium (unless specifically authorised by the Head of Department). When electronic submission does occur, the following rules will apply:

1. The School will not be responsible for unreadable, unusable or virus infected files or media.
2. The School will only accept Assessment Tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
3. An Assessment Task is not considered submitted if conditions (1) and (2) are not satisfied.
4. The School will not be responsible for the non-receipt or delay of emails. If submitting work by email, students are advised specifically to request acknowledgement by return email of the receipt of their work. Only receipts generated by the School’s email system will be considered valid.
5. The Assessment Task should be readily identifiable on the medium.
6. The School will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

LATE SUBMISSION OF ASSESSMENT TASKS

Should a boy not hand in an Assessment Task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed:

- Marks will be deducted as follows:
 - 20% of the marks awarded for the first day⁸ late
 - a further 20% of the marks awarded for the second day late
 - a further 10% of the marks awarded for the third day late
 - a further 10% of the marks awarded for the fourth day late

⁷ The International Baccalaureate Organisation accepts “work being genuinely lost” as an acceptable explanation for Internal Assessment requirements being incomplete.

⁸ A “day” means any day of the week, including Saturdays and Sundays. Hence an Assessment due on Friday but handed in on the following Monday would be three (3) days late attracting a 50% penalty. Boys should note the provisions for electronic submission, and also note that, in emergencies, Assessment Tasks can be handed in to the Master-on-Duty on a Saturday or a Sunday.

- No further penalty will be applied; however Assessment Tasks will not be accepted for credit more than seven (7) days late, work submitted after this time may be reviewed but no mark will be awarded for credit.
- Parents will be advised by the Director of Studies as soon as possible of Late penalties which have been applied.

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 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 Head Master 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 Head Master 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

The Board of Studies defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”.⁹

Allegations of plagiarism or other forms of malpractice will be reported to the Director of Studies and Master of the Senior School, who will consult with the respective Head of Department to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the 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 Task¹⁰.

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

⁹ Board of Studies, *HSC Assessments and Submitted Works. Best Practice Strategies for preventing and dealing with malpractice. A Guide for Teachers* (Sydney, 2006), p. 1.

¹⁰ Generally this means within one school day of the return of the marked Assessment Task.

appropriateness of its procedures. Appeals should be directed in writing to the Director of Studies, who will convene the Appeal Committee, comprising the Chair of the Council Education Committee (or his/her nominee), the Master of the Senior School, the Director of Studies and the Head of Department. The boy 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 deliberations. Should the boy not be satisfied by the ruling of the Appeal Committee he has the right of further appeal to the Board of Studies within the timeframe published annually by the Board.

KEEPING OF MARKS

It must be noted that HSC Assessment marks submitted to the Board of Studies 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. For IB candidates, Assessment marks and Predicted Grades submitted to IBO are also strictly confidential and may not be communicated to students at any time.

ESTIMATION OF THE UNIVERSITY ADMISSION INDEX (UAI)

The School is not able to provide reliable estimates of the University Admission Index (UAI). The final UAI is calculated from data which have not yet been created while students are still at School, and to which the School has little or no access.

When an estimate of a student's UAI is required for an application for a scholarship or similar purpose, the Director of Studies will provide the best estimate which can be derived from the available data. *However the School, the Head Master and the Director of Studies disclaim any responsibility for the accuracy of any such estimate*, which is provided only to avoid disadvantage to Trinity students.

However in an endeavour to assist boys the School has installed software on the Library computers to allow students to estimate their own UAI. The quality of the resulting calculation will vary with a number of factors beyond the control of the School, which therefore takes no responsibility for the accuracy of estimates produced by this software.

SECTION 3

EXAMINATIONS

Students at Trinity Grammar School will all undertake very significant public examinations at the end of their schooling. The School regards it as vital that training for the demands of examinations should begin early. Hence formal examinations commence in Middle School, but become more demanding in Senior School.

Examinations are conducted as follows:

Years 7-9

- Christian Studies Examinations held early in Trinity Term
- Yearly Examinations held towards the end of Trinity Term
Some few subjects may be exempted from assessing through formal Examinations, but there is an expectation that most subjects will be formally examined

Year 10

- An Examination and/or Assessment period towards the end of Lent Term
Heads of Department will determine whether formal examinations or in-class Tests are more appropriate for each subject
- Christian Studies Examinations held early in Trinity Term
- Yearly Examinations held towards the end of Trinity Term
- School Certificate Tests in English, Mathematics, Science, Australian Geography and History and Computing Skills held in November (the students will have moved into Year 11 by this time)

Year 11

- Half-Yearly Examinations held at the beginning of Whitsun Term
- Preliminary Theological Certificate (PTC) / Christian Studies Examinations held early in Trinity Term
- Yearly Examinations held towards the end of Trinity Term

Year 12

- Half-Yearly Examinations held at the beginning of Whitsun Term
- Preliminary Theological Certificate (PTC) / Christian Studies Examinations held early in Trinity Term
- “Trial” HSC or IB Examinations held in mid Trinity Term
- Higher School Certificate (HSC) or International Baccalaureate (IB) Examinations held during Michaelmas Term

RULES RELATING TO EXAMINATIONS

Please note that rules relating to Absence, Failure to Undertake an Assessment Task and Malpractice, outlined in Section 2, also apply to Senior School Examinations.

SPECIAL EXAMINATION PROVISIONS

Board of Studies and International Baccalaureate Organisation Arrangements

Both the Board of Studies and the International Baccalaureate Organisation (IBO) have established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem. Applications to the Board of Studies are usually required by the end of Lent Term and must be made on the official Board of Studies Application form. Applications to IBO, however, must be submitted *eighteen months* prior to the respective IB Examinations, that is *before May in Year 11*. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible. Nevertheless the Board of Studies has shown itself to be very flexible in accepting late applications where circumstances have obviously changed, and IBO is also as flexible as it is able to be.

Board of Studies application forms may be obtained from the Director of Studies' office or from the office of Trinity Education Support Services (TESS). IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from TESS staff, although the Master of the Senior School, Director of Studies, IB Director and other staff may be able to assist in particular matters.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the Board or IBO. 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 of Studies or IBO 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 or IB. A new application must be submitted to the Board of Studies or IBO at the appropriate time.

Middle School Provisions

In Middle School (Years 7-9), the School seeks to mirror the Board's Special Provisions in its own procedures. Middle School students who believe they may be entitled to a Special Provision for School Examinations and assessment tasks should make their application on the form available from TESS. Usually, an informative evening for parents is held in Lent Term each year to assist with this process. The School will then determine which applications will be granted. In this context the following should be noted:

- Appeals relating to the School's determinations should be directed to the Master of the Middle School, who will consult with the Director of Studies and the Director of TESS.
- Once granted, a School Special Provision will generally remain in effect until the end of Whitsun Term in Year 10, by which time School determinations will have been superseded by determinations of the Board of Studies.
- The granting of a School Provision in Middle School does not pre-determine the decision of the Board of Studies should a Special Provision be sought for the School Certificate or Higher School Certificate.
- Separate application is required for Board of Studies' Special Provisions. This application is the responsibility of the **student**.

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:

- 1 The TESS Department will be responsible for the administration of all Special Provisions.
- 2 Boys with approved Special Provisions are not required to take further action in relation to formal School Examinations. TESS personnel will endeavour to ensure that the requirements of all such boys are accommodated.
- 3 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 will not be provided.
- 4 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 Secretary for TESS with at least EIGHT (8) 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. In the case of Middle School boys *only*, arrangements may be made for the boy to undertake the Assessment Task at home under the supervision of his parents.
- 5 Where the use of a personal computer is allowed, the Director of Information Technology will be responsible for providing a computer. He 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:
 - a Students may not use functions such as spell checking or grammar checking, or other computer functions which may give them an advantage over candidates sitting a pen and paper examination. Cutting/copying and pasting, however, are permitted.
 - b 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.
 - c A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
 - d Simple drawing Programmes are permitted where students are required to draw diagrams etc. for an Assessment Task.
 - e The choice of software made available on computers used for this purpose will be made by the School.
 - f For the purposes of ensuring compliance with these rules, students using personal computers may be closely supervised.
 - g The School will not be responsible for technical failures which may occur at the time of an Assessment Task or Examination.

SECTION 4

PARENT-TEACHER INTERVIEWS

Opportunities for discussion between parents and their sons' teachers are regularly organised by the School following the issue of Semester 1 and Semester 2 Reports, as well as at some other appropriate times for particular year groups. These occasions are generally arranged in accordance with the following pattern:

- Year 7: Interviews with Housemasters only in Lent term, parent-teacher interviews in Whitsun term and Michaelmas term.
- Years 8, 9, 10 and 11: Parent-teacher interviews in Whitsun term and Michaelmas term.
- Year 12: Parent-teacher interviews in Lent term and Whitsun term.

FORMAL SCHOOL REPORTS

The School formally reports on student progress three times each year:

- a Mid-Semester 1 Report for Years 8-12 at the end of Michaelmas Term
- a Semester 1 Report for
 - Years 8, 9 and 10, issued at the end of Lent Term
 - Year 7, issued early in Whitsun term
 - Years 11 and 12, issued following the Half-yearly examinations
- a Semester 2 Report for
 - Year 12 following the Trial HSC and IB Examinations in Trinity Term
 - Years 7-11 at the end of Trinity Term

Mid-Semester 1 Reports will use letter grades (E Excellent, G Good, S Satisfactory, N Not Satisfactory) to provide a "snapshot" of a student's progress early in a course. Marks will not be reported and the focus will be each boy's progress within his own class group.

Semester 1 Reports will provide information concerning the student's progress within each course, including a mark. Marks will be comparable across classes within the same course. For Years 7-10, Grades (A+ to E-) will also reflect the student's achievement within the course and will be used to calculate the Grade Point Average (GPA). The following additional information will be provided for each course:

Course Mean

For Years 7-10, Place in Class, and either Place in Course (top 50%) or Course Quartile (next 50%)

For Years 11-12, Place in Course

A number of statements indicating the degree to which the student is succeeding in his study of the subject.

Cocurricular involvement will also be reported.

Semester 2 Reports will provide detailed information concerning the student's progress within each course, including a mark and teacher's comment. Marks will be comparable across classes within the same course. For Year 7-10, Grades (A+ to E-) will also reflect the student's achievement within the course and will be used to calculate the Grade Point Average (GPA).. The following additional information will be provided:

Course Mean

For Years 7-10, Place in Class, and either Place in Course (top 50%) or Course Quartile (next 50%)

For Years 11-12, Place in Course

Cocurricular involvement will also be reported. Semester 2 Reports will include a comment by the Tutor, Housemaster and the Head Master (or his nominee).

FINAL MARKS FOR REPORTS

Final marks for Reports 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.

Middle School (Years 7-9)

Final marks for reports will be derived from a wide range of measures including 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.

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. Hence the Head of Department may exercise appropriate professional judgment in finalising Marks to ensure that this requirement is met and that marks reflect an appropriate pattern of Grades.

Senior School (Years 10-12)

At the end of First Semester, only a small portion of the published Assessment Programme has been completed. The Head of Department has the responsibility of ensuring that Marks entered on School Reports are as accurate a reflection as possible of the student's achievement of the Course Outcomes at that stage. Hence (s)he may exercise appropriate professional judgment in finalising Marks to ensure that this requirement is met. Such an exercise of professional judgment may take account of other evidence of achievement such as moderated class marks, but will be consistent with the overall balance and intent of the Assessment Programme.

Final marks for Second Semester Reports for Years 10 and 11, and Year 12 IB, will be derived only from Common Tasks and Examinations as stipulated in the published Assessment Programme for the School Certificate, Preliminary Course or IB. As the Assessment Programme has a currency throughout the academic year, the Final Report Mark will reflect the boy's achievement throughout the year, although the emphasis will be on his achievement at the end of the Course. The Head of Department may exercise appropriate professional judgment in finalising Marks to ensure that they do accurately reflect each student's achievement of the Course Outcomes at the end of the Course.

Final marks for Second Semester Reports for Year 12 HSC will be derived from the full year's work. However, as final Assessment Marks are required by the Board of Studies to remain confidential, they cannot be reported by the School. Hence marks reported on the final Year 12 HSC School Report will reflect a slightly different "mix" of marks and may result in the report of slightly different ranks from those relating exclusively to the HSC Assessment Programme.

Numeric value of reported marks (Middle and Senior School)

The School's reported marks for Years 7-12 reflect current Board of Studies policy, that satisfactory performance in a subject will result in a mark between 50 and 100. The only exception is for marks for International Baccalaureate candidates in Years 11 and 12. It is important to note that there are significant implications of this particular mark range. Some of these are:

- A mark of less than 50 is an unsatisfactory performance. Given that, in the School Certificate and Higher School Certificate, only a tiny percentage of students in NSW will earn a mark of less than 50 in any subject, such a mark must be regarded as a very serious indicator of inadequate performance.
- Marks which, under previous arrangements, may have appeared average or satisfactory, may now represent performances considerably below average. Students and their parents are warned not to succumb to complacency based on a misunderstanding of what reported marks actually mean. The award of a mark below 50 may result in a review by the Head of Department.
- Assessment marks submitted to the Board of Studies for Year 12 HSC candidates are not required to reflect any measure of satisfactory performance. The School reserves the right to use the full range of 0-100 for reporting Assessment marks. As Assessment marks are required to be confidential, this will not be something of which students will be aware. However, it is important that they understand that their reported marks may be markedly different from their Assessment marks conveyed to the Board of Studies. (As outlined elsewhere in this document, student rankings will be similar, although not identical, between HSC Assessment marks and final Year 12 Report marks.)

Consistency of marking

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 and other factors, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Procedures include

- one marker only marking an entire question or task
- pilot marking (*i.e.* teachers mark in teams until all are in agreement regarding the standard)
- double marking (*i.e.* two teachers mark each paper)
- check marking (*i.e.* a teacher sample checks the marking of others for consistency)

- group marking (*i.e.* teachers mark in teams, discuss standards and check each other's marking)
- employment of external personnel to mark, double mark and/or check mark
- student checking of marking

Each Head of Department is responsible for developing a policy in relation to this matter, and ensuring that staff are aware of it and implement it on all occasions.

GRADES AND THE GRADE POINT AVERAGE – YEARS 7 – 10 ONLY

For Semester 1 and Semester 2 Reports, Heads of Department allocate a Grade to reflect each student's academic achievement within each course. There is no predetermined pattern of Grades but, where applicable, Heads of Department are encouraged to inform the pattern of Grades awarded by reference to the history of School Certificate Grades in their respective subject areas.

Meaning of Grades

The meaning of Grades allocated to boys is based on School Certificate guidelines published by the Board of Studies, but adapted to the appropriate level for each Year group. These guidelines are as follows:

A range	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 range	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 range	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 range	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 range	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.

Allocation of Grades and Marks for the Extension Class (Years 8-10)

The principle underlying the allocation of Grades for Reports in Years 7-10 is that they should, broadly, reflect the levels of achievement the School expects from each Year group at the time of the School Certificate at the end of Year 10. Despite their differing experiences in Years 8-10, the Extension class boys are nevertheless candidates for the School Certificate. It is thus logical that Extension class boys should be included in the allocation of Grades for the whole Year group, and that their marks be comparable with those of boys in the Main stream..

Nevertheless it is also important that the School report on each boy's achievement across the entire range of outcomes for the Extension course, not just those which are tested in common with the Main stream.

To give expression to these principles, the following procedures are applied in each Extension subject:

1. Extension class boys undertake some or all Assessment Tasks in common with the Main stream. The Head of Department is responsible for determining what is required to achieve a valid basis for comparison.

Semester 1:

2. A range of assessment information, including common Assessment tasks, forms the basis for determining what range of Grades may appropriately be allocated to the Extension class as a group. The allocation of the individual Grades to individual boys is based on each boy's achievement of the outcomes for the entire Extension course. Heads of Department may exercise appropriate professional judgment to ensure that Grades allocated reflect boys' level of achievement as accurately as possible.
3. Marks are moderated to reflect the Grade awarded, in accordance with the procedures outlined elsewhere in this Policy.

Semester 2:

1. The Semester 2 Report will report the mark and Grade earned by the Extension class students in the common Assessment tasks only, so that marks and Grades are comparable across the Year group.
2. In the comment section of the Report, teachers may provide an additional mark, where appropriate and where authorised by the Head of Department, to report on the extra work undertaken by the Extension class.
3. Decisions regarding first place in the Year group for any subject will be based solely on the results of common Assessment tasks, although, where appropriate, Heads of Department may consider a boy's achievement in the Extension class work to differentiate between boys who are very close on common measures.

The Grade Point Average

The GPA averages subject Grades and presents the average as a number in the range 0-15. It should thus be understood as a summative measure of the student's achievement *in the curriculum he has undertaken, and at his level of ability*. GPAs are not comparable between students because different students do different subjects of differing levels of difficulty. However a student who improves his GPA from one Report to the next has shown that he has improved his own level of achievement.

SECTION 5

AWARDS

AWARDS BASED ON THE GRADE POINT AVERAGE

At the commencement of Whitsun and Michaelmas Terms, the Head Master, on the advice of the Director of Studies, presents an Academic Excellence Citation to every boy who achieved a GPA of 13 or greater (A, A+) in the most recent Report. The names of boys receiving an Academic Excellence Citation are recorded annually in *The Triangle*.

He also presents an Academic Achievement Citation to boys who have achieved a significant improvement in their GPA.

OTHER ACADEMIC CITATIONS

From time to time the Director of Studies may recommend to the Head Master that he present a boy with an Academic Citation 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 five (5) Departmental Awards, from at least three (3) different Departments, he may apply to the Director of Studies for an Academic Citation.
3. The Director of Studies will assess the application and advise the Head Master to make such a presentation at a Head Master's Assembly.
4. Academic Citations are recorded annually in *The Triangle*.

AWARDS FOR SPEECH NIGHT

The following awards are made at the annual Speech Night:

- Dux of each Year group from 7 to 12¹¹
- First Place in each Subject for each Year group¹²

¹¹ The Dux in each Year Group 7 – 12 will be determined by the Head Master on the advice of the Director of Studies and the Academic Committee. Nominations from the Senior Master, Master of the Middle School, Director of Studies and Heads of Department will be reviewed by the Academic Committee, and a recommendation made based on a range of criteria including: Final marks gained, aggregated total mark, GPA, subjects studied and other relevant factors.

¹² A "Subject" means a distinct area within the curriculum, e.g. English, Mathematics, Computing Studies. In some Subjects there are different courses. Generally the prize will be awarded to the student who earns first place in the most demanding course. In Years 11 and 12 this general rule may be varied by the Head of Department in consultation with the Director of Studies. The Head Master reserves the right not to award any prize at his discretion, or to award a single prize for several subjects (e.g. a Classics Prize). In the International Baccalaureate Programme, prizes are awarded in the following areas: English, Mathematics, Sciences, Social Sciences, Languages, Creative Arts and Theory of Knowledge.

- General Proficiency Prizes for boys in each Year group from 7 to 12¹³
- In exceptional circumstances, the Academic Committee may advise the Head Master to make a special award to a boy whose achievements appear not to be reflected adequately by the above awards.

SCHOOL COLOURS

The Head Master, on the advice of the Director of Studies and the Academic Committee, may award School Colours at the end of the academic year as follows:

Full Colours

Dux/Duces of any Year Group 7 – 12. In Year 12, the IB Dux/Duces will also be entitled to Full Colours.

Half Colours

Boys whose achievement in any Year Group 7 – 12 is of the highest order of merit (1-2 from each Year Group)

Line

Boys whose achievement in any Year Group 7-12 is of a very high order of merit (5-8 from each Year Group)

SCHOLARS' ASSEMBLY

Each year, at the beginning of Lent Term, the Head Master convenes a Scholars' Assembly, at which he acknowledges the achievement of outstanding scholars from the most recent Higher School Certificate and International Baccalaureate Examinations.

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

- 1 A UAI greater than or equal to 99¹⁴
- 2 A reported HSC mark of 100 in any 2 unit Board Developed Subject, or 50 in any 1 unit Board Developed Subject, or being named first in the State in any subject.
- 3 Selection for a Premier's Award.
- 4 An IB mark of 45.
- 5 An IB mark which meets any of the following minimum conditions:
 - a a mark of 7 in three HL subjects
 - b a mark of 7 in two HL subjects and one SL subject
 - c a mark of 7 in two HL subjects and 3 in Extended Essay / Theory of Knowledge
 - d a mark of 7 in one HL subject and three SL subjects
 - e a mark of 7 in one HL subject and two SL subjects and 3 in Extended Essay / Theory of Knowledge
 - f a mark of 7 in three SL subjects and 3 in Extended Essay / Theory of Knowledge
- 6 Winning a major University scholarships.

¹³ The purpose of General Proficiency Prizes is to encourage boys whose overall academic achievement is highly meritorious, but who would not necessarily receive Subject Prizes. The Head Master may award General Proficiency Prizes (up to about ten for each Year group 7-12) based on advice from the Director of Studies and Academic Committee.

¹⁴ Most students undertaking either the HSC or IB course will be eligible to apply for a UAI. Eligibility to be presented at Scholars' Assembly in this category is dependent on the student applying for and receiving a UAI. Documentary evidence of the UAI achieved may be required by the School.

- 7 Selection of an HSC work for inclusion in *Art Express*, *Encore*, *On STAGE* or *DesignTech* display (or equivalent avenues of public recognition which may be developed).
- 8 At the discretion of the Head Master, HSC students who have not qualified for Scholars' Assembly under any of the above criteria, but who are publicly named as having achieved a place within the top twenty students in the State in any subject, will be considered for Scholars' Assembly. The Head Master's consideration will include, but not be limited to, the total State candidature for the subject in question.

APPENDIX 1

SPECIAL CONDITIONS RELATING TO VOCATIONAL EDUCATION COURSES

1 APPLICATION:

This Appendix outlines the special conditions which apply for Vocational Education courses offered at Trinity Grammar School. Currently these are:

- Construction
- Electrotechnology
- Entertainment Industry
- Hospitality

Unless specifically stated in this Appendix, all rules relating to Assessment and Examinations which appear elsewhere in this Policy also apply to Vocational Courses.

2 ASSESSMENT OF COMPETENCIES

Assessment for Vocational Courses involves the testing of competencies. Assessors are required to have the appropriate qualification, currently Certificate IV in Workplace Training and Assessment, to be able to assess students' competence.

A competency is a skill or set of skills required to achieve an outcome required by the course. The competencies required by Vocational courses are determined by Industry bodies and have national application. To complete a Vocational course, a student must be able to demonstrate achievement of all the required competencies. Although pragmatic allowances may be made, wherever possible, for illness and misadventure, **in no circumstances can students be exempted from their obligation to demonstrate achievement of the required competencies.**

Students are deemed either Competent or Not Competent in relation to each competency. There are no marks or graduations of competence, and marks are not awarded.

The achievement of competencies may be demonstrated at any point during the course. Thus, while there will be formal Assessment events at which the teacher assesses students' achievement of particular competencies, unsuccessful students can be retested at other times when they may be more able to demonstrate the competency or competencies required. Notwithstanding this, however, the following points should be noted:

1. In the case of competencies assessed within the School, it will not be possible for teachers to organise unlimited individual assessment sessions for students who have fallen behind.
2. In the case of competencies taught and/or assessed outside the School, or taught and / or assessed at the School by an outside provider, it may not be possible for the School to make another arrangement for re-teaching or re-assessment, the responsibility for which may then fall to the student himself.
3. The timely achievement of some competencies (such as Occupational Health and Safety competencies) may be necessary for students to be able to proceed with the course, or to undertake work placements.

In this context, it is important to note that successful completion of a Vocational Course also requires students to undertake a required number of hours of work placement in an appropriate industry workplace.

3 COMPETENCIES ALREADY ACHIEVED

Students who have already achieved one or more of the competencies required by a course, and who produce appropriate documentation from a Registered Training Organisation (RTO) to this effect, may be exempted from further assessment of these competencies. Original documentation, or copies of same, certified by a Justice of the Peace, must be made available to the Director of Studies, who will forward a copy to the appropriate staff members.

In most circumstances, students who have already achieved particular competencies will still be required to participate in the class activities, although the teacher may allocate them different tasks to undertake, and they will not be required to undertake further assessment of the particular competencies.

4 RECOGNITION OF PRIOR LEARNING (RPL)

Students who believe that they are already capable of demonstrating one or more of the required competencies, because of learning achieved in the workplace or through other life experiences (of an appropriate type and at an appropriate level), may apply for Recognition of Prior Learning (RPL).

Applications for RPL must be made in writing and should be directed to the course teacher. Applications must be submitted in a timely manner, as early in the course as is practical and reasonable. An application must give details of why the student believes that he can already demonstrate the competency or competencies, sufficient that the teacher may make an informed judgment regarding the likelihood that the student is already competent. Based on the evidence of the application, and possible investigation, which may include the student being asked to provide further evidence or to demonstrate the competency or competencies, the teacher will determine whether or not the student can be granted RPL in relation to one or more competencies. This determination will be conveyed in writing to the student.

Should a student be dissatisfied with the outcome of an application for RPL, he may appeal to the respective Head of Department, whose decision in the matter will be final.

5 EXAMINATIONS

For all the Vocational Courses offered at Trinity Grammar School, the Board of Studies offers an optional Higher School Certificate Examination. Undertaking the HSC Examination is one of several conditions which students must meet if they wish to have their result for a Vocational Course included in their University Admission Index (UAI).

It is the policy of Trinity Grammar School to require all students enrolled in Vocational Courses to undertake the related HSC Examination.

Based on this policy, it will be usual for students to be required to undertake a written examination paper for Vocational Courses in each formal examination session during Years 11 and 12. Marks for Reports issued during Years 11 and 12 will be derived primarily from these written examinations.

Nevertheless, the assessment of competencies is totally independent of written examinations. Students who demonstrate achievement of all the required competencies will be deemed to have completed the course successfully, irrespective of their level of achievement in written examinations.

6 CREDENTIALING

Successful completion of a Vocational Course will result in the student

- having the course listed on his Higher School Certificate Record of Achievement and counting towards the minimum number of units required, and
- being issued with a credential listing the competencies achieved in the course.

Successful completion of the HSC Examination for the vocational Course will result in

- a mark for the course being reported on the Higher School Certificate Record of Achievement, and
- the mark for one Vocational Course being eligible for inclusion in the calculation of the University Admission Index, subject however to other conditions required by the Universities.

APPENDIX 2

RECORDS OF STUDENT ACHIEVEMENT YEARS 7-12

The School maintains the following records of student achievement:

1. Results of entry testing conducted prior to the student's entry into Year 7. (Not every student undergoes this testing, but the great majority do.)
2. Results of ability testing conducted early in Year 7.
3. Copies of student reports, issued three times per year, *viz.* Michaelmas term, Lent (Years 8-10) or Whitsun (Years 7, 11 and 12) term and Trinity term. Semester 2 reports issued in Trinity term explicitly summarise the course outcomes that have formed the basis of assessment for each course.
4. Results of national literacy and numeracy tests conducted in Year 7, and more recently also in Year 9 (previously LANNA, now NAPLAN).
5. Records of results earned in the School Certificate.
6. Records of results earned in the Higher School Certificate or International Baccalaureate Diploma.
7. Records of calculated University Admission Indices earned by matriculating students.

APPENDIX 3

Glossary of Key Assessment words as defined by the NSW Board of Studies¹⁵:

Account	Account for: state reasons for, report on. Give and 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 / or against
Distinguish	Recognise and note / indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident;

¹⁵ *The New Higher School Certificate Assessment Support Document* (1999), pp. 19-20.

Extract	provide why and / or how 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