



RED BEND
CATHOLIC COLLEGE

SENIOR ASSESSMENT POLICY HANDBOOK

Student Copy
2024

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This Senior Assessment Policy Handbook outlines the policy that Red Bend Catholic College follows to ensure that the school's assessment program is administered in accordance with NESAs requirements as documented on the ACE link on NESAs website and NESAs official notices. Students and Teachers are expected to be familiar with the College's Senior Assessment Policy and Procedures.

RoSA (Record of School Achievement) eligibility requirements

The RoSA is:

- a record of achievement for students who leave school prior to receiving their HSC
- available when a student leaves school any time after they complete Year 10
- cumulative and recognises a student's achievements until the point they leave school
- reports grade A to E of school-based assessment, not external tests
- shows a grade for all courses completed in Year 10 and/or Year 11
- 7-8 curriculum requirements that have been met are listed
- The **Common Grade Scale Preliminary** is to be used to assess students' performance. [Common grade scale | NSW Education Standards](#)

Satisfactory completion of a course requires that the student apply themselves with diligence and sustained effort to the set tasks and experiences provided by the school.

HSC: All My Own Work

Before commencement of the Preliminary Course, and to be eligible for entry into the Preliminary RoSA Credential, all students must complete **HSC: All My Own Work** (AMOW). The exception being only students entered in a full **Life Skills pattern** of study. AMOW must be completed to be eligible for enrolment into the credential being sought. The **HSC: All My Own Work** program is designed to help Preliminary RoSA and Higher School Certificate students follow the **principles** and **ethical practices** when locating and using information as part of their Preliminary and HSC studies. It is an expectation that students follow the principles and practices of good scholarship as outlined in **HSC: All My Own Work**, when completing all tasks whether they be formal or informal.

The **HSC: All My Own Work** program is generally completed during the final week of Year 10. Any students absent during the completion of the program will be asked to complete a catch-up program during the first term of Year 11.

Preliminary Course: Pattern of Study

The **pattern of study for Preliminary Courses** (Year 11) must be as follows:

- at least 12 units
- at least six units from Board Developed courses
- at least two units of English
- at least four subjects
- at least three courses of two units value or greater

Satisfactory completion of a Preliminary Course, usually in Year 11, is a prerequisite for entry into the corresponding HSC course.

HSC Course: Pattern of Study

The **pattern of study for HSC (Year 12)** courses must be as follows:

at least 10 units

at least six units from Board Developed Courses;

at least two units of a Board Developed Course in English;

at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and

at least four subjects.

The Higher School Certificate

The HSC is the credential that you will receive at the end of Year 12. Results of the HSC courses satisfactorily completed appear on the Higher School Certificate Record of Achievement and on Course Reports.

Results of HSC Board Developed Courses are recorded under the following headings on the Record of Achievement:

- The Assessment Mark is the moderated mark awarded for your assessment tasks at school.

- The Examination Mark is the mark awarded for the external examination.
- The marks achieved by students in the exam are shown on the Record of Achievement. **
- The HSC mark is the average of the HSC and the moderated School Assessment marks.
- The Performance Band shows the level of achievement in a particular course.

This information will also be contained in a Course Report which will be issued for each course completed. The Course Report will include descriptors for each Performance Band which provide a summary of what students know and are able to do.

- 2 Unit courses will be reported on a scale of 0 to 100.
- A mark of 50 will represent the minimum standard expected.
- There are performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement.
- For Board Endorsed courses, the assessment mark will be submitted by the school. At least one assessment task must be a formal examination.

Students who satisfactorily complete vocational HSC courses will also receive an additional credential which may be an AQF Certificate or a Statement of Attainment.

** Vocational Educational Board Developed Courses, English Studies and Mathematics Standard 2 all have an optional written exam. Students will be enrolled for the written examinations at the beginning of the HSC year and they will then be asked to nominate during the HSC year whether they intend to attempt the examination. The Vocational Educational Board Developed Courses written examinations are independent of the competency-based assessment undertaken during the course and have no relevance to a student's eligibility to receive AQF qualifications.

School-Based Assessment

Assessment is an essential component of the teaching and learning cycle. The NSW Education Standards Authority (NESA) promotes a standards-referenced approach to assessing and reporting student achievement. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

HSC Assessment

All 2 Unit courses and Extension Courses are divided into two assessment components. They are:

- The Preliminary Course – this is the foundation for all courses.
- The HSC Course – This is the section of the course which will be examinable by the HSC examination. There are, however, some mandatory requirements in some preliminary courses.

Purpose of Assessment

The provision of a separate School Assessment in reporting Higher School Certificate awards has a twofold purpose. It is intended to provide an indication of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination,
- multiple measures and observations obtained throughout the course rather than a single examination.

School Assessment allows due weight to be given to indications of student achievement which, although evident to the class teacher, may not be adequately assessed by a single external examination

The use of achievements measured throughout the course is seen as serving three purposes:

- (a) it enables consideration to be given to aspects of the course, the attainment of which can be demonstrated over time, e.g. practical skills.
- (b) it caters for any 'self-contained' elements such as fieldwork which occur as an isolated part of the course.
- (c) it increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.

Types of Assessment

Types of assessment – Assessment **for**, assessment **of** and assessment **as** learning

- Assessment **for** or **formative** assessment is used by a teacher to gain an understanding of how well students are progressing through the lesson or course
- Assessment **of** learning or **summative** assessment is used by teachers to gain an understanding of how well students have learnt at the end of the lesson/course
- Assessment **as** learning is self-assessment through reflection and questioning
- Students will complete a range of assessment task types such as tests, written assignments, oral presentations, digital submissions, practical activities, fieldwork and projects
- Course-specific external assessment, such as the HSC examinations or submitted works.

Planning Assessment Activities

- In developing and selecting assessment activities teachers will use a range of different assessment activities or tasks
- The assessment activities should reflect, the relative emphasis, the teaching programs place on the various aspects of the course

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Number of tasks for each Course

For both Year 11 and Year 12 courses the maximum number of formal assessment tasks are **three** in Year 11 and **four** in Year 12. Inclusive of the formal assessment tasks there is to be one formal written examination task with a maximum weighting of 30% for the Year 12 course.

Beginning and end of the Assessment Program

- Assessment in Preliminary Courses may begin after Week 4 of Term 1.
- Assessment for the HSC course will not commence until after the completion of the Preliminary Course. Under normal circumstances this means that HSC assessment will begin early Term 4 Year 11 and continue into Term 3 Year 12.

Scheduling of Assessment Tasks

- Students will be provided with details about course assessment schedules and advice about formal assessment tasks including weightings, timing and marking criteria.
- Approximately one week prior to each major exam period will be Assessment-free.
- Before the beginning of each of the Assessment Programs, the Director of Curriculum will distribute the Assessment Schedule to students.
- The schedule of Assessment items, dates and weightings will be prepared by the Director of Curriculum for Year 11 and 12.
- If the proposed date for an Assessment item is not suitable, teachers will inform students well ahead of the original due date. Teachers will also notify the Director of Curriculum of the changed date.
- Teachers should remind students of an Assessment task at least 10 school days before it is due.

The following steps must be completed when handing in assessments:

- 1. Upload assessment onto course/class' Google Classroom by 9am on the due date**
- 2. Complete and submit the All My Own Work form online**

Late work will be penalised – 100% of the final mark will be deducted if the task is one day late. You will still be expected to complete the task and a zero mark will be recorded.

Failure to Submit Assessment Tasks

If you fail to complete or submit, without reason, tasks worth in excess of 50% of the Assessment mark you will be deemed to have not satisfactorily completed the Course and it may not contribute to your HSC.

If you have fewer than 10 Units you will not receive a Higher School Certificate.

The subject teacher will advise the Director of Curriculum of the possibility of failure.

- (i) when you have failed to complete 20% of the Assessment work, and
- (ii) when you have failed to complete 40% of the Assessment work.

At each of these stages the Faculty Coordinator will

- (a) advise you, in writing, with an N Warning

Students who do not comply on at least two occasions after the 'above' steps are carried out, may face the risk of being given an 'N' determination from the Principal. Any course not satisfactorily completed will not be printed on a student's Record of Achievement.

Word and Time Limits

A word limit will apply to assessments that are 'take home' tasks. The main reasons for imposing a word limit include –

- Equity
- Prevent unnecessary content

Students will be clearly advised about the word limit and the penalty for not meeting the word limit. Students will be required to clearly identify the word count on their assessment task.

A general rule across all faculties is that students will be penalised 5% of the possible total mark if they exceed the word limit by 20%.

Students who exceed the time limit for oral presentations will be asked to cease their presentation.

Requirements for word length and/or timing, type size and font will be specified by the separate faculties on the assessment task.

Procedures for Adjusting, Recording and Storing Assessment Data

Course teachers will check the accuracy of marks and ranks with students before recording them in the College's Synergetic Markbook.

All assessment marks will be stored on the College's Synergetic mark book.

Students are advised to keep a record of their assessment marks in their College Handbook.

Feedback to the Students

All assessed work shall be returned to students within two weeks of the due date, and time will be allowed for results to be discussed and reviewed if there is a perceived injustice.

The feedback offered to students regarding marked work shall include:

- attainment in the task relative to the outcomes
- the raw mark expressed as a percentage
- information regarding performance in that task
- comments which help profit from the task
- students' ranking in the task.

HSC Course Assessment Marks

Students will be educated of the process NESA uses to calculate the Moderated Assessments which will appear on the Higher School Certificate.

The HSC Course Assessment Mark calculated by the teacher is confidential to the school and to NESA as some people may not be aware of the Moderation process used by NESA and be confused by the difference between the teacher's mark and the mark reported on the Higher School Certificate.

Students will be informed

- the weighted assessment mark from each task has been added to give a final school assessment mark for each subject undertaken.
- the final assessment mark for each subject has been sent to NESA.

Teachers will inform cumulative ranks after each task.

A cumulative rank will be recorded on half yearly reports in Year 11 and Year 12. The Year 12 Final Report may not include the final ranks for all courses. This is due to some courses not having all assessments finalised.

Immediately after the HSC exams, students can obtain Assessment Rank Order Notice via NESA Students Online

Absence from assessment tasks

If absent when assessment information is distributed, then it is a student's responsibility to find out what went on in class that day.

If a student experiences an illness or misadventure on the date an assessment is due, then the student or parent/guardian **MUST** contact the Director of Curriculum. The student will be required, on return to school, to meet with the Director of Curriculum. **If a student misses an assessment item which is part of the Yearly or Trial examinations due to illness, they must provide a medical certificate.** If they miss an assessment item at any other time, they may also be required to obtain a medical certificate.

The Assessment Policy allows for factors such as extended illness, misadventure or domestic problems which may have affected performance throughout a course.

The Director of Curriculum will review an appeal and decide on its validity. If deemed valid one or some of the following conditions will apply –

- A substitute task may be undertaken
- An extension of time may be granted
- An estimate will be awarded, but only in exceptional cases.

Retrospective misadventure and illness claims will not be accepted.

If a satisfactory reason for absence is not provided, a zero mark will be awarded for the task.

If you know in advance that you will be absent for an exam scheduled, the Yearly Trial exams, or an in-class assessment item you will be expected to apply to the Director of Curriculum for leave of absence. **You are to apply at least one week prior to the exam week or in-class item.** The Director of Curriculum will decide whether your intended absence is warranted. Obviously, exemptions will be made for any unforeseeable circumstances.

Those students whose leave is not accepted, will be expected to be at school to complete the assessment item on the due date.

In exceptional circumstances, an estimate based on other tasks will be used if the student has a valid reason for not completing a specific task.

If justice demands, you may be given extra preparation time. The number of extra days will not exceed the number of days absent. The decision to provide extra preparation time rests with the Director of Curriculum.

If an estimate is to be given, the Director of Curriculum will assist teachers in the calculation of this estimate. If you are suspended:

- The due date remains the same if it is an out of class task. You will be required to email the task on the due date to the Director of Curriculum.
- The due date will be extended for the length of the suspension if it is an in-class assessment item.

When you know in advance that you will be absent on a due date eg Work Placement, Excursion, Sports events you must **STILL** hand in the item on or before the due date.

The Director of Curriculum informs Faculty Coordinators of cases of illness/misadventure

via email and/or Faculty Committee meetings. Copies of Medical certificates and or other supporting documentation are placed on an individual student's file.

Disability Provisions

The *Disability Discrimination Act 1992 (Cth)* and the *Disability Standards for Education (2005)* ensure that students with a disability are able to access and respond to an examination.

The definition of 'disability' in the *Disability Discrimination Act 1992* include:

- physical · intellectual · psychiatric · sensory
- neurological, and learning disabilities, as well as physical disfigurement, and the presence in the body of disease - causing organisms

Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.

Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.

NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. reading the examination questions; and/or
2. communicating his or her responses.

Disability provisions are approved by NESA to provide students who have a **permanent** or **temporary** disability with practical support in the Higher School Certificate examinations.

Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

All applications for disability provisions and subsequent appeals must be submitted online.

Applications are lodged and decisions reported through NESA Schools Online. The due date for applications is the last day of Term 1. The late submission of a disability provisions application may disadvantage the student. Applications exempt from this date are based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever and should be submitted in July of the examination year, with teacher comments and medical documentation, also dated in July.

Emergency applications

During the examination period, emergency applications may be made by telephoning the Student Support Services branch at NESA. An application supported by documentary evidence should be submitted immediately afterwards. Applications will be considered on the basis of individual need.

NESA decisions

The decision on each application will be advised to the school through NESA Schools Online to the student (via the school) and to the presiding officer.

If a request for disability provisions is declined, the school may appeal on behalf of the student(s). Appeals should be made within 14 days of receiving NESA's decision.

Completing the Application

The Director of Curriculum and Learning Support Coordinator completes the online application form through NESA Schools Online.

- Indicate the provisions for which the student is applying.
- Indicate how the disability affects the student's work in the classroom and in examination situations.
- Supply evidence of the student's disability. If the student cannot obtain an appropriate diagnosis, then other detailed information must be submitted to establish the existence of a disability. It is necessary to provide details about why the student cannot obtain relevant documentation and diagnosis, a reasonable history of the student's difficulty and needs (including previous and current in-school support), and detailed teacher comments which indicate the impact of the student's condition on their classwork and in examinations.

If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.

School Based Disability Provisions

The Learning Support Coordinator in consultation with the Director of Curriculum is responsible for administrative arrangements of tests/examinations e.g. supervision and suitable rooms.

It is the Faculty Coordinator's responsibility to ensure the student has the appropriate test/examination paper(s). It is the Learning Support Coordinator's responsibility to arrange a suitable person as a reader and/or writer. This person may be:

- A student from another Year level;
- An adult not related to the student;
- The reader and/or writer need not be the same person for each test/examination.

Attendance

It is expected that students attend all normal timetabled classes. Students whose attendance is called into question will be required to prove to the Principal's satisfaction that they are meeting the course criteria. Attendance is constantly monitored.

The Principal will issue an 'N' warning outlining the consequences of continuing absences.

If the first letter is not effective, a second 'N' warning letter will be sent. If the pattern of attendance does not improve this may provide sufficient documentation for an 'N' award. (Non-completion of course).

Non-Completion of Course Requirements: 'N' Warning Letters

N' determinations – warnings of non-completion of course requirements

The Principal has delegated authority from NESAs to decide that a student has not satisfactorily completed a course. A student can be issued with an N Warning if they have not satisfactorily completed the course.

A student must demonstrate that they have:

- followed the course developed or endorsed by the NESAs
- applied themselves with diligence and sustained effort to the set tasks and experiences.
- achieved some or all of the course outcomes.

Students who have not satisfactorily demonstrated one or more of the above will be issued with an N Warning letter.

Examples of non-completion of course requirements

- Failure to submit assessed or non-assessed tasks. This includes failure to submit 50% of weighted assessments tasks. - Failure to complete mandatory work-placement for Vocational Education Courses
- Unsatisfactory, or non-serious attempt of take home tasks or exams (eg – only completing one section of an exam, inappropriate drawings and/or comments on an exam paper).
- Malpractice – including plagiarism
- Use of mobile phone or watch during an assessment item.

The N Warning letter clearly identifies the completion criteria

- States specific problem
- States what action to be taken to overcome the specific problem
- Allows sufficient time for students to correct the specific problem, usually within a two week period
- Has attached a copy of the task

1st Warning letter - advises both student and parent that there is a problem. Parents are encouraged to contact the Director of Curriculum or Faculty Coordinator. Students are interviewed by the Faculty Coordinator.

2nd Warning letter – advises that the problem has not been addressed and/or has reoccurred. Student is re-interviewed by the Faculty Coordinator. Parents are encouraged to contact the Director of Curriculum or Faculty Coordinator, to discuss the situation.

3rd Warning letter – If the problem has not been redeemed the student is interviewed by the Principal and Director of Curriculum. The student will be advised that the course will be denied, and possibly jeopardise their Preliminary or HSC. Students do have a right to appeal.

Copies of all N warning letters are dispatched to the House Co-Ordinator, Course teacher and relevant Faculty Coordinators and are placed on the student's file.

The Principal may allow a student who has received a non-completion determination in a Preliminary course to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirement.

Where a student receives a **non-completion 'N' determination** in a course, that course will not appear on the student's Record of Achievement. In some cases, this will mean that the student will not meet the pattern of study requirements and hence will be ineligible for the award of the Higher School Certificate in that year.

An 'N' determination will have the following consequences:

- the course will not contribute in that year to the required pattern of study
- in a course in which a student is also studying a related Extension course, neither that course nor the related Extension course will contribute in that year to the required pattern of study.
- If the 'N' determination results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or by undertaking one or more other courses within the five-year accumulation period.

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course or sent to the student's home address. The Principal must also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the principal's determination. If a student does not wish to appeal to NESAC, the completed Principal's Determination form should be retained at the school.

If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal form should be retained at the school. NESAC must be advised so that the 'N' determination can be removed and the grade/assessment mark reinstated.

If the student's appeal is unsuccessful at the school level, all documentation should be retained at the school unless the student wishes to appeal to NESAC. NESAC will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent and any other relevant information must be included. The appropriate forms relating to 'N' determinations must be submitted to NESAC by the specified dates.

For Stage 6 Preliminary courses, Faculty Coordinators must also submit a grade that reflects the student's actual achievement in the course so that, if the student appeals successfully to NESAC, and/or redeem themselves.

Changing Courses

If you change a course after some assessment items have been completed, you may be asked to do a substitute task or be given an estimate. The decision on which course of action is to be taken will be made by the Director of Curriculum in consultation with the Faculty Coordinator.

Failure to Complete a Satisfactory Portion of Non-Assessment Tasks

If, without valid reason, you fail to complete a certain number of non-assessment tasks in a particular Course you will have not satisfactorily completed the course, regardless of performance in Assessment tasks.

Such a failure will result in you receiving an N Warning letter.

Honesty in the HSC Assessment

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. **Malpractice**, including plagiarism could lead to a student receiving zero marks for the assessment and will in turn jeopardise their HSC results. Students who engage in malpractice in internal assessment tasks will be recorded on NESA malpractice register by the Director of Curriculum.

Malpractice can include:

- presentation of some other student's work
- plagiarism
- copying
- getting assistance from other sources where this is not allowed
- Using material directly from books, journals, or the internet without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date

The Assessment Committee will review cases of suspected **malpractice**. Proven **malpractice** may result in the student receiving a zero and an N Warning.

If you unreasonably interfere with the progress of other students in Assessment tasks (eg in group work or in the use of resources) you may have a recorded mark of Zero for that task.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Vocational Education Courses

Students may, where appropriate, be provided with more than one attempt to demonstrate competency.

Students will be issued with a Universal Student Identifier (USI). It is designed to provide each student with a unique number which must be used at any point they continue VET credentials. This is being managed through NESAs. No student will be issued a qualification until they have a USI.

VET WORK PLACEMENTS

VET Work Placements are mandatory. The completed paperwork showing the student's and parent's signature as well as the requirements as stated by the employer are essential before the placement is commenced.

The evidence of satisfactory completion of the Work Placement is the Evaluation Form and the Sign On, Sign Off Sheet showing that 35 hours have been completed. This must be submitted to the VET Coordinator.

Responsibility of Students in formal assessment tasks – including examinations

- Full school uniform must be worn to all examinations
- Prepare yourself properly for the examination
- You must make a serious attempt in all examinations
- Be outside the examination room at least 10 minutes prior to the examination starting time
- Line up prior to exams in alphabetical order
- Have pencils, pens, calculators etc in a clear plastic sleeve – **pencil cases are not permitted in the examination room.**
- **All exams are to be written in black pen only**
- Leave all books, paper, study notes in your bag outside the examination room
- **No paper is to be brought into the examination room** – writing paper will be supplied
- **Do not graffiti on exams or exam desks**
- Calculator covers are not to be taken into exams. Supervisors will clear calculators prior to your exams.
- Respond properly to all directions given by the supervisor
- Use the full time allocated for an examination – no student will be permitted to leave the examination room early
- There is to be no borrowing of equipment during the examination
- Put your hand up to ask a question
- Do not disturb any person during the time you are in an examination room
- Put up your hand and ask permission if you need to go to the toilet
- Senior students who are unable to attend a scheduled examination due to illness must notify the Director of Curriculum prior to the commencement of the examination
- Mobile phones, smart watches and electronic devices are not to be taken into the exam room. Any student found to be in possession of such a device may incur a zero mark for the exam

Groupwork

Groupwork needs to be thoroughly planned to ensure no student is at a disadvantage. At the College when a groupwork task is issued as a school based assessment, it is mandatory that an INDIVIDUAL ASSIGNMENT is completed for submission by each student in the group.

Groupwork is a team effort. All students in a particular group must attend all meetings, complete equal set tasks and support all members. Students who are unable to meet these expectations will disadvantage the other members of the group.

Drama Group Work

Drama Group members who may feel disadvantaged as a result of a student/s not adhering to the expectations must contact the course teacher immediately. Possible outcomes could include a change to the makeup of the group, and or affected HSC group members to apply to NESA for Misadventure.

Oral Presentations

When students are asked to present an oral assessment task they will be required to submit a written transcript. Orals may be recorded.

HSC Major Works – Policy

This policy has been developed to ensure consistency across all KLAs that include a major work. The courses are:

- Drama
- Industrial Technology
- Design & Technology
- Visual Arts
- Music
- Extension English II

Responsibilities

It is the Faculty Coordinator's responsibility to monitor the completion of all Major Works. This includes the following:

- Due dates
- Certification
- General administration via NESA
- Posting of Major Works for corporate marking
- Organisation and preparation for itinerant marking.
- Ensuring syllabus requirements are met.

It is the course teacher's responsibility to ensure that all administration is completed, which includes:

- Completion of portfolio and major work by 9.00am of NESA due date.
- Certification to be completed and in conjunction with the Faculty Coordinator and/or Director of Curriculum.
- NESA administration
- Ensuring syllabus requirements are met
- Posting of major works – for corporate marking
- Organisation and preparation for itinerant marking.
- Not allowing students to miss class/es to complete major works.

It is the student's responsibility to ensure that the following are met:

- know the due date and plan time accordingly – time management is essential.
- know the correct dimension, weight, etc in terms of syllabus requirements.
- Completion of portfolio and major work by 9.00am of NESA due date.
- Certification to be completed in conjunction with the Faculty Coordinator and/or Director of Curriculum.
- Attend **all** normal classes prior to the completion date of the Major Work. There are no exceptions.
- Permission may be granted to work on Major Work during the Trial exam period. Handbook will have to be signed by class teacher and the supervisor of study.
- attend all group meetings and complete work as required for Drama and Music – Groupwork Performance.
- Awareness of student/teacher certification of work.
- Normal procedure when applying for illness and misadventure.
- Provide all packing materials for Corporate Marking projects.
- Financial costs of the major works.

MAJOR WORKS CHECKLIST FOR STUDENTS

(Tick a box next to each step)

1. Know due date
2. Ensure student number is used on log books and major works (no reference to name)
3. Labels to be placed on all major works. Ensure labels include:

student number

school number

centre number
4. To provide all packaging materials – including boxes, bubble wrap and paper etc.
Packaging to be done in front of teacher.
5. Know correct dimensions and weight (see syllabus)
6. Group Work Performance
- see Assessment Policy
- sign Contract for Group Work Performance
7. Follow up any absences to complete major work with class teacher
8. Time management is essential
9. Highly recommend that major work is completed well before NESA date
10. Be aware of student-teacher declaration re. Certification of work.
11. Progress made, reports, signing kept by teacher and to be handed to markers.
12. Claims for illness and misadventure must be forwarded to NESA, within the
time period directed by the NESA.
13. Cost to be met by the student

Invalid or Unreliable Assessment Results

When designing Assessment tasks every effort will be made to ensure they produce valid and reliable results. However, if a task is not valid (e.g. it does not give a broad enough range of marks) an additional task or questions will be set and combined with the original marks in such a way as to improve the validity of the original task.

Acceptable levels of assistance

Red Bend students are encouraged to seek teacher feedback when preparing for assessment items. Students should use the College email or Google Classroom to contact teachers for their feedback no later than two days prior to the due date of task. Students are asked to approach their class teacher for feedback.

Teachers are required to give feedback where appropriate. The feedback is to be of general nature. It is not expected that teachers provide more than one feedback response. A reasonable time to reply is within two school days. It is up to a teacher's discretion to provide feedback to a student on more than one occasion. Teachers are reminded to reinforce NESA policy that a student's assessment **must be all their own work**.

Appropriate forms and levels of teacher assistance include:

- Providing oral and or/written comments which identify the need for students to further explore their response to the topic and/or link between what they have written and the assessment criteria.
- **Highlighting** areas requiring student attention which might include expression, structure, sequencing of ideas, punctuation, spelling, use of citation of resource and reference material, use of terminology or vocabulary, use of course-specific conventions, accuracy of mathematics, need for checking results.
- Asking students whether their choice of words is the best for conveying the intended meaning.
- Asking questions about aspects of written text, seeking to clarify meaning or to elaborate details.
- the incorporation of ideas or material derived from other sources, which have been transformed by the student and used in a new context.
- Prompting and general advice from another person or source which leads to refinements or self-correction

Unacceptable forms of assistance include:

- Use of, copying of, another person's work or other resources without acknowledgement (plagiarism)
- **Actual corrections or improvements made by another person.**

Feedback is not a measure of the student's final mark.

Assessment Committee

An Assessment Committee exists to deal specifically with Assessment issues. It comprises: The Deputy Principal, The Director of Curriculum and an experienced teacher of a current senior class.

Functions of the Committee

The major tasks of the Assessment Committee are as follows:

- Monitoring the implementation of this policy and the impact of this policy on students.
- Acting as a forum from which students and teachers may seek advice during the year.
- Ensuring adequate communication of assessment procedures to students, teachers and parents
- Acting as the Review panel if a student appeals a mark in an assessed task.
- Acting as a Review panel if a student seeks leave of absence for an exam or an in class assessed item.
- Convening and chairing, meeting of Faculty Coordinators to review and redevelop the Assessment Policy
- Ensuring accurate and well-documented records are kept in the Central file.
- Acting as the Review panel when students seek formal reviews after the publication of final HSC rank orders.

Assessment Queries and Appeals

Student Request

If you think the mark or ranking in a particular task is unjustified or you wish to query the legitimacy of the timing or content of a task, then you are directed to appeal:

- firstly, to the teacher or marker
- secondly (if necessary) to the relevant Faculty Coordinator in consultation with one other teacher.
- thirdly to the Director of Curriculum, who will then convene the assessment committee to review the appeal.
- finally (if necessary) to the Principal

Teacher Request

Teachers who have concerns regarding particular assessment tasks can ask the Assessment Committee to investigate eg cheating, plagiarism.

Final HSC Ranking

The only appeal that you may make on your final HSC Course Assessment Ranking will be on the grounds that the ranking is different from that which you would have expected according to results during the course. This appeal must be made to the Principal.

Assessment Reviews

An Assessment review will be based on:

- the order of merit replacement
- the order of merit listing (if this is made available)
- feedback on performance during the Course

Students who consider that their placement in the Order of Merit for any course is not correct on the basis of feedback on their performance during the course may seek a review.

An assessment review should focus on the school's procedures for determining the final assessment mark. Students are not entitled to seek a review of teachers' judgements of the work of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process.

In conducting an assessment review it is necessary for the school to ascertain whether:

- the weights specified by the school in its Assessment program confirm with NESAs requirements as detailed in the syllabus packages.
- the procedures used by the school for determining the final Assessment mark conform with its stated Assessment program (in particular, the weightings used for the various assessment tasks should be consistent with those specified in the Assessment program)
- there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

It will be necessary to inform students of the outcome of the review of their Assessments and advise them of the provision for subsequent appeal to NESAs. The advice of this appeal to NESAs should include the grounds for appeal.

Appeals to the NESA

NESA will consider whether:

- the School Review process was adequate, and
- the conduct of the review was proper in all aspects

NESA will not revise the assessment marks or order of merit. If the appeal is upheld, NESA will direct the school to conduct a further review. Appeals to NESAs should be submitted by the date stipulated in the ACE manual.

Formal Appeals Documentation

If a student requests an appeal to NESAs the following documentation is required.

- The student's appeal
- The College policy will include:
 - the weightings specified by the NESAs
 - procedures used by the school for determining the final Assessment mark

A report from the Assessment Committee detailing the process used in the Review.

Avoidance of Formal HSC Appeals

If the students are given cumulative rank orders after each task, they will have a realistic expectation of their final HSC Assessment Order of Merit positions.

If cumulative rank orders are given less often teachers should ensure that students understand the reasons for any significant differences between cumulative rank orders from one report to the next.

Seeking Advice

The following teachers are available when seeking advice:

Year 11/12 Class Teachers - Director of Curriculum - Careers Advisor - Deputy Principal

COMMUNICATION OF POLICIES TO STUDENTS AND PARENTS

Year 11/12 Handbook

- Before the commencement of Assessments, Year 11 students and teachers are given a Year 11/12 Handbook to provide all necessary information regarding the purposes and procedures of Assessment.

- Students are encouraged to discuss the contents of the Year 11/12 Handbook with their parents.

Information Sessions for Students

- The Director of Curriculum organises sessions for the entire Year Level to introduce the purposes and procedures of Assessment and to provide a forum for students' questions.

- The Director of Curriculum organises at least one session (more, if deemed necessary) to revise with Year 12s the school policy on Assessment and its implications for them.

Information Sessions for Parents

- In Term 3, the parents of students in Year 10 (who intend continuing on to Year 11) are invited to an Information night. - At the Year 12 Student/Parent dinner the Director of Curriculum prepares a summary on assessment procedures.

Students Online

Students are to go to <https://studentonline.nesa.nsw.edu.au/go/access/>. to activate their **Student's Online** account with NESAs. It is through this portal that students will have access to their RoSA Grade results and HSC results.

Students will need to ensure that they use the correct email address to access this portal. (eg, jane.citizen@redbendcc.nsw.edu.au – email issued by the school) or a **private email address that has been provided to the school**). When activating this account make sure you **write down your NESAs STUDENT NUMBER**, you will need this number to create your six-digit PIN when you open the link in the email that is generated and sent to you during the activation process. Make sure you keep your **6 digit PIN safely somewhere** as your school **can not** change it for you.

If you have already activated your NESAs Students Online account in year 10, you **DO NOT** have to do it again.

EXAMPLE OF N WARNING LETTER FOR ASSESSMENT INFRINGEMENTS

PRELIMINARY LETTER

Dear _____ **Re: OFFICIAL WARNING – Non-completion of a Preliminary Course**

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Preliminary course, 2 Unit _____.

The Board of Studies, Teaching and Educational Standards (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ **official warning** we have issued concerning 2 Unit _____.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course as he/she has not satisfactorily completed the Preliminary Course.

To date, _____ has not satisfactorily met _____ of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____.

<i>Task Name/Course Requirements/Course Outcome</i>	<i>Percentage Weighting (if applicable)</i>	<i>Original Due Date (if applicable)</i>	<i>Action Required by student</i>	<i>Revised date to be completed by (if applicable)</i>

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely
 Mrs Trish Martin
Director of Curriculum

Requirements for the Satisfactory Completion of a Preliminary Course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed 2 Unit _____.
- I am aware that this course may not appear on _____ Record of Achievement.
- I am aware that the determination of non-completion of course requirements may make _____ ineligible to proceed to the Higher School Certificate course.
- I am also aware that the determination of non-completion of course requirements may make _____ ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

EXAMPLE OF A WARNING LETTER FOR ASSESSMENT INFRINGEMENTS HSC LETTER

Dear _____

Re: **OFFICIAL WARNING – Non-completion of a HSC Course**

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course, 2 Unit _____.

The Board of Studies, Teaching and Educational Standards (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ **official warning** we have issued concerning 2 Unit _____.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

- The satisfactory completion of a course requires principals to have sufficient evidence that the student has:
- followed** the course developed or endorsed by the NESA; and
 - applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____.

Task Name/Course Requirements/Course Outcome	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action Required by student	Revised date to be completed by (if applicable)

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Mrs Trish Martin Mr _____

Director of Curriculum

Requirements for the Satisfactory Completion of a HSC Course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed 2 Unit _____.
- I am aware that this course may not appear on _____ Higher School Certificate Record of Achievement.
- I am also aware that the determination of non-completion of course requirements may make _____ ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____ Student's signature: _____
 _____ Date: _____

Procedures for appeals against non-completion of course requirements ('N' determinations)

