

WARNERS BAY HIGH SCHOOL

**STAGE 6 ASSESSMENT POLICY
AND PROCEDURES BOOKLET**

Policies and Procedures 1/2018

Quality Education for All

2019

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Stage 6 Assessment Policy

Introduction

Assessment is the process of identifying, gathering and interpreting information about student achievement. In Stage 6 assessment is used to assist student learning, provide information on student progress in relation to the achievement of course outcomes, and provide a summative measure of the student's achievements in each course for the Record of School Achievement and the Higher School Certificate.

This booklet provides support and guidance to students and their parents/carers in relation to the curriculum requirements of the New South Wales Education Standards Authority (NESA) and the processes and procedures used by Warners Bay High School to ensure that formal assessment is carried out in a fair and equitable manner.

1. Student and Staff Responsibilities

Student Responsibilities

Students will:

- comply with the requirements of the Stage 6 Assessment Policy
- adhere to the HSC assessment guidelines
- follow a pattern of study that meets their educational needs
- make a genuine effort to engage with all aspects of each assessment task and submit them on time
- ensure an acknowledgment slip is signed when submitting an assessment task for marking
- ensure Illness/Misadventure Appeals have independent documentation and are submitted to the relevant Head Teacher within five school days of the due date of the assessment task
- be prepared to submit a task immediately or be prepared to sit for the task immediately upon returning to school if absent on the due date of a task

Staff Responsibilities

Staff will:

- provide quality teaching and learning experiences for all students enrolled in Years 11 and 12, establishing a culture of high expectations
- ensure that teaching and learning programs address NESA syllabus requirements and the needs of individual students
- make fair and reasonable adjustments to accommodate the needs of students of varying levels of ability
- demonstrate knowledge and understanding of course content, objectives and outcomes.
- publish scope, sequence and timing details of all assessment tasks at the beginning of the assessment year
- implement formal assessment procedures in accordance with school and NESA requirements
- ensure that students are provided with copies of all relevant course documents
- maintain comprehensive records of student achievement

- provide parents/carers and students with information that provides a true indication of student achievement and progress
- use assessment data to inform practice
- identify students causing concern and employ strategies to support them and communicate with parents

2. HSC Eligibility

To be eligible for the award of the Higher School Certificate, students must have:

- gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE
- completed *HSC: All My Own Work* (or its equivalent)
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate and
- made a serious attempt at the relevant HSC examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies satisfies this requirement);
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

Students enrolled in Life Skills may study up to six units of Science Life Skills courses in Year 11 and Year 12. As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses. Students may not study more than one 240-hour course in the same subject. For example, a student cannot include both Investigating Science and Investigating Science Life Skills in the pattern of study for the award of the Higher School Certificate.

Students are required to confirm their pattern of study and sign their *HSC Confirmation of Entry* form.

Demonstration of the HSC Minimum Standard

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC.

Students will not be excluded from sitting for their HSC exams if they have not met the standard. Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).

Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR students must satisfactorily complete at least 10 units of NESA developed courses. These courses must include at least:

- 8 units from Category A courses (no more than 2 units of Category B subjects)
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

English Studies is a Category B course. Students who take English Studies and wish to qualify for an ATAR should note that only 2 units of Category B courses can be included in the ATAR calculation. At least 2 units of English must be included, therefore, English Studies students who wish to receive an ATAR are not able to include any other Category B units and will need at least 8 units of Category A courses.

NESA endorsed courses and Content Endorsed Courses, including Vocational Content Endorsed Courses do not satisfy requirements for the ATAR.

Students wishing to have an ATAR calculated must ensure that this is recorded on their *HSC Confirmation of Entry*.

3. Formal Assessment

Number of Tasks, Weighting of Tasks and the Nature of Tasks

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting the specific course requirements, components and weightings.

In Year 11 the formal school-based assessment program for each 2 unit NESA Developed Course will reflect the following requirements:

- three assessment tasks

- individual tasks should not normally be worth less than 20% nor more than 40%
- only one task may be a formal written examination.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items.

In Year 12 the formal school-based assessment program for each 2 unit NESA Developed course will reflect the following requirements:

- a maximum of four assessment tasks
- individual tasks should not normally have a weighting of less than 10% nor more than 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

The marks submitted for each course group will reflect the rank order of students and the relative differences in student performances. The actual mark will not be revealed to students. Students can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at the WBHS centre and within the period of time for appeals.

Vocational Education and Training (VET) Courses are competency based, therefore students are required to complete a series of events to determine the achievement of specific competencies.

4. Assessment Schedule

General Guidelines

Formal assessment of Year 11 courses should not commence before Week 5 of Term One. Formal assessment of Year 12 courses may commence in Term 4 of the year prior to the HSC Examination in that course.

Students who have been admitted to the HSC course on probation must complete all outstanding assessment tasks for the relevant Preliminary Course by the end of Term 4 of the year prior to the HSC Examination in that course if they are to be deemed to have satisfied course requirements.

Written Advice to Students

Students will be provided with an overview of the Assessment Schedule for their particular cohort and the specific assessment requirements of each course in which they are enrolled at the commencement of their Year 11 and Year 12 studies. Course Assessment Schedules should note:

- the components and weightings as specified in the syllabus for each course
- the general nature of each assessment task and the outcomes assessed
- a schedule of when each assessment task is planned to take place
- the value of each task in relation to the total mark for the course

A change to the scheduled date of any assessment task will only be permitted in exceptional circumstances. Approval must be obtained from the Deputy Principal Stage 6 and the relevant Head Teacher. If a variation to a course's assessment program or procedures is approved, affected students will be advised in writing at least two weeks prior to the previously advertised date.

5. Assessment Notification

In addition to the Assessment Schedule in this handbook, at least two weeks prior to a scheduled task each faculty will provide written notification of the specific nature of the task, including weighting, outcomes to be assessed, assessment criteria (where appropriate to the nature of the task) and the due date on the agreed proforma.

Students are required to sign an assessment task register to acknowledge that they have received notification of each formal assessment task.

Both the class teacher responsible for the development of an assessment task and the relevant Head Teacher will sign a cover sheet to certify that the task assesses the content and outcomes addressed in class and that it meets NESA requirements. This sheet must be filed in the Year 11 or HSC Monitoring Folder of the class teacher.

If a student is absent on the day that the notification of an assessment task is given, it is the student's responsibility to ensure that they obtain a copy from the class teacher or the faculty Head Teacher. Electronic copies will be available on Moodle and/or Google Classroom but students are still required to sign for a hard copy to acknowledge receipt of the task.

Students should note that formal assessment tasks take precedence over all other school activities including excursions, competitions and sporting events. Work placement for VET courses may be varied to accommodate scheduled assessment tasks.

Unless there are exceptional circumstances (eg. medical reasons) an extension of time to complete a scheduled task will not be granted. Taking a holiday is not considered to be an exceptional circumstance.

Students who do not complete an assessment task on the scheduled date will be awarded zero marks for the task.

Students may apply in advance for special consideration to vary a due date by completing an Illness/Misadventure Appeal Form and submitting it to the Deputy Principal Stage 6.

6. Procedures for the Administration of Assessment Tasks

Head Teachers should ensure that all classes completing the same course:

- receive the same information to ensure consistency in the administration of the assessment task
- complete the task on the same day wherever possible to protect the integrity of the task
- experience the same examination conditions

Where an assessment task is to be conducted over more than one day (e.g. Drama performances) students must be prepared to complete the assessment task from the first lesson of the nominated week. In the case of oral presentations, all students in the course must hand in a hard copy of their presentation to the teacher on or before the due date of the task.

7. Conduct of In-class Assessment Tasks

The following rules will apply to the conduct of all in-class assessment tasks.

Students will:

- follow the teacher's instructions at all times
- turn off their mobile phones and other electronic devices and place them in their bags
- place their hats, scarves, headware and any other clothing not being worn (eg jumper) in their bags
- place their notes, folders and books either in their bags or on the floor at the front of the classroom
- place their bags at the front of the room
- sit at the desk indicated by the teacher and remain seated for the duration of the task
- have their equipment in a clear container or placed individually on the table. Borrowing equipment will not be permitted
- use the paper provided by the teacher to answer each question
- Write in blue or black pen
- behave in a polite and courteous manner
- use the tissues provided by the school
- collect their bags after all the exam papers have been collected
- be permitted to have a bottle of water in a clear container without a label.

Students will not:

- be permitted to leave the room except in exceptional circumstances
- have any item of clothing on their lap or the table
- write, use any equipment including highlighters or mark the assessment task paper in any way during reading time
- speak to or communicate with any person other than the teacher during the assessment task

8. Procedures for the Submission of Assessment Tasks

Students are expected to complete all assessment tasks on or before the date specified in the task notification.

Assessment tasks not completed in class are to be handed in to the designated member of staff. Students must sign an assessment register when they submit a task. These tasks must be submitted no later than 9.15am on the due date unless indicated otherwise on the assessment notification. Assessment tasks submitted from 9.15am to 9.30am will require an Illness/Misadventure Appeal Form supported by a statutory declaration signed by the students. Late submission after 9.30am will incur a zero mark unless there are exceptional unforeseen circumstances, with appropriate support documentation provided with the Illness/Misadventure Appeal Form.

Unless otherwise specified, all assessment tasks must be handed in as hard copies.

For courses with a practical component, the majority of the work must be completed at school under teacher supervision to ensure certification of the work.

Assessment tasks completed electronically should be saved on a USB and/or Google Drive then printed to hard copy in case difficulties are experienced. The school does not take responsibility for damage to computer equipment, and hard drive backups or printed copies



should **always** be kept by the student. Failure of technology is not an acceptable reason for failing to submit a task on time. Consideration may be given in exceptional circumstances; however, students must provide draft copies of their work on the day the task is due.

When a teacher is absent on the day for an in-class assessment task, the Faculty Head Teacher or senior teacher will arrange alternative cover.

Where a written task is to be handed in on a due date or an in-class assessment performed, on the day of an absence that is known beforehand, the student must make arrangements for the task to be submitted, or completed, on or before the due date.

9. Procedures for the Late Submission of Assessment Tasks ___

It is a NSW Education Standards Authority requirement that all formal assessment tasks must be completed. Students are required to make a genuine attempt to engage with all of the components of each assessment task.

If a student hands in a task late, they must complete an Illness/Misadventure Appeal Form. The final mark awarded for a late task will depend on the outcome of the Illness/Misadventure application. Independent supporting documentation is required for a successful appeal.

All tasks will be marked and constructive feedback provided, regardless of the outcome of an Illness/Misadventure Appeal.

Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the course Head Teacher on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task first day back at school. Relevant evidence (e.g. Current doctor's certificate, statutory declaration, other) covering all days of absence must be attached to an Illness/Misadventure Form and submitted within five school days to the Deputy Principal.

Where a student has not submitted an electronic task due to an Illness/Misadventure on the due date, it is an expectation that the electronic task will be submitted on or before the date of expiry on a Doctor's Certificate.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date.

It is the student's responsibility to notify the Principal/Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension or during the suspension period.

10. Procedures for the Non-submission of Assessment Tasks ___

If a student fails to submit an assessment task or the task is not considered to be a genuine attempt, a NSW Educational Standards Authority 'N' determination warning letter will be issued stating the requirements of the student and providing a revised due date. The task will



be marked and feedback provided but a mark of zero will be awarded unless there is a successful Illness/Misadventure Appeal.

If a student receives a zero mark for an assessment task parents/carers will be notified in a timely manner and made aware of the potential consequences.

A student may appeal the awarding of a zero mark.

11. Practical and Submitted Works ---

Students will be provided with written notice of the relevant guidelines for project work so that the work falls within the NESA and HSC guidelines for size, weight and duration.

Students will also be notified of the dates for submission and the examination dates for all practical submitted works and performances.

Teachers should ensure that students understand what constitutes malpractice in relation to their projects. This includes students understanding the requirements relating to outside assistance and the acknowledgment of any outside assistance in project documentation.

Teachers must certify that the work is the students' own original work and that any material drawn from other sources or outside assistance is acknowledge appropriately.

Students must sign to acknowledge the receipt of NESA guidelines in relation to these issues.

12. Procedures for Awarding Marks ---

NESA prescribes that a standards referenced approach be used to assess and report student achievement in all NESA Developed Courses. Assessment tasks allow the measurement of student performance in relation to course outcomes, including those not readily measured by an examination.

The teacher must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects or illness or domestic situations.

The assessment marks submitted to NESA for HSC courses will reflect the rank order and relative differences between the achievements of students based on the extent to which students have demonstrated the achievement of course outcomes. Marks will be calculated on the basis of the mandatory assessment components and weightings published in the relevant syllabus document for each course. Marks will be aggregated to the nearest whole number and students ranked accordingly.

Assessment marks for each task should show the relative differences between students' performances. Students should be apprised of their ranking on each task. Progressive assessment ranks will not be provided.

The final assessment mark generated by the school should not be revealed to the students. Students' final assessment ranks will be published in their Yearly Reports.

The assessment of competencies in VET courses will be based on the student's performance relative to the performance criteria set out under each element of competency. A participant

will be judged as either competent or not yet competent. This judgment will be made on the basis of a range of evidence, which may be in a variety of forms.

13. Procedures for Appeals

Illness/Misadventure Appeals

Appeals for special consideration may be lodged in cases where a student is impacted by an illness or misadventure. An illness is defined as any sickness or injury that prevents a student from attending school. A misadventure refers to any unforeseen circumstance or illness that prevents a student from attending school or submitting a task on time.

An Illness/Misadventure Appeal form is used when an assessment task is:

- not submitted on time
- submitted incomplete
- completed during extraordinary circumstances.

A student cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities
- long-term illnesses such as glandular fever unless you suffer a flare-up of the condition during the examination period or assessment task
- the same grounds for which the student received disability provisions, unless the student experiences additional difficulties during the task
- misreading the assessment schedule (due date) or examination timetable
- misreading the assessment task or examination instructions

It is the student's responsibility to complete the Illness/Misadventure Appeal and return it to the relevant teacher or Head Teacher within five school days of the due date of the task. Late appeals may be considered but only in exceptional circumstances.

In addition to this, students must provide independent evidence with their appeal. The documentation provided must be current, specific to the date and time of the task(s) and submitted with the appeal form. The person providing the independent evidence must not be related to or be the carer of the student.

In the case of illness, the independent evidence must be provided by a medical practitioner or other health professional, such as a physiotherapist.

In the case of misadventure, a police officer, counsellor or other appropriate professional person should provide the independent documentation. In any of the above cases this evidence is necessary if the appeal is to be considered.

Zero marks will be awarded if there is no genuine case (e.g. not supported by independent evidence) for assessment tasks not submitted by the due date.

In the case where multiple assessment tasks are involved, a consistent approach will be used. This will be co-ordinated by the Deputy Principal Stage 6.

The process for considering the appeal is as follows:

- the student returns the completed Illness/Misadventure Appeal form to the relevant teacher or Head Teacher
- the Head Teacher makes a recommendation based on the independent documentation provide and the discussion, where appropriate, with the teacher and/or student.
- the Deputy Principal Stage 6 makes a determination based on the Head Teacher recommendation, the independent documentation and the school policy. In cases where no authenticated external documentation is provided, the application will be discussed with the Principal.
- Students have the right to appeal the decision made by writing a formal letter to the Principal.

14. Malpractice

Malpractice is any dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person, such as a parent, tutor, subject expert or peer, has contributed substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules, cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations as to why work is not handed in by the due date
- assisting another student to engage in malpractice.

All students must familiarise themselves with their obligations and responsibilities under the HSC Rules and Procedures. Satisfactory completion of the mandatory HSC: All My Own Work program is a requirement of each student undertaking HSC studies. It is expected, therefore, that all work presented in assessment tasks will be the student's own work or the source/s acknowledged appropriately.

Strategies students may employ to avoid malpractice include:

- being aware of due dates
- keeping an up-to-date record of all their assessments, activities and commitments
- starting tasks early so that they can seek clarification if needed, saving all drafts and support materials
- recording sources/references along the way so the reference list does not become a major task at the end
- frequently saving and backing up all computer work

Each case of suspected malpractice will be reviewed by an Assessment Review Panel comprised of the Stage 6 Deputy Principal, the Principal's nominee and a Head Teacher from



a faculty other than that in which the issue has arisen. The panel will review each case on its merits, considering all relevant issues.

If malpractice is proven, a penalty that reflects the seriousness of the offence will be applied. A zero mark may be considered for the task. The Panel will make recommendations to the Principal.

Where a student has been found to have engaged in malpractice in a Year 12 school-based assessment task, NESA will be formally advised and the incident registered in the NESA Register of Malpractice in HSC Assessment Tasks.

15. Invalidity of a Task

Where invalid or unreliable results have been produced by an assessment task, the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original mark adjustment to discount the invalid part of the test
- other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal Stage 6 and Head Teacher of the Faculty involved. The investigation will be based on the performance of the affected student(s) in relation to the rest of the group and whether the performance of the student was impacted as a consequence of the unexpected circumstances.

16. Attendance

If a student's attendance is causing concern, the student will be asked to show evidence to demonstrate that they have applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school and that they are not in danger of not completing the course. Any student who attends less than 85% of lessons will be deemed to be causing concern.

Students who have been absent from school should, on every occasion, ask the teacher if assessment information has been given out immediately upon their return to school. An extension of time will not be granted unless there are exceptional circumstances. An Illness/Misadventure Appeal form needs to be completed in this situation.

Approved Absence

Where a student has prior knowledge that he/she may be absent for a task e.g. an approved work placement, the student should:

- negotiate to change the commitment (e.g. Work Placement) as assessment tasks take precedence
- make an application to the Principal for special consideration if required
- inform the class teacher
- complete an Illness/ Misadventure Appeal form prior to the absence and submit it to the subject Head Teacher

- complete the task before the absence (unless otherwise negotiated with the relevant Head Teacher).

Suspension

If a student is suspended from Warners Bay High School at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted on or before the due date. On all such occasions, submission of the task is to be organised through the front office. The student is not to go directly to the class teacher as students are excluded from the school grounds when on suspension.

If a student is not present when an assessment task is issued due to a suspension, the Head Teacher will ensure that an attempt is made to apprise the student of the task via a telephone call. A hard copy of the assessment task will also be mailed to the student.

If the nature of the assessment item requires the student's attendance on the grounds for a set period of time (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the Principal, and in negotiation with the relevant Head Teacher. Where appropriate, a student may be asked to complete the task upon returning from the suspension.

Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item. It remains the responsibility of the student to notify the Principal at the time of suspension that an assessment item is due during the period of suspension.

17. Maintaining Records

Class teachers are required to maintain records of marks awarded for each task that comprises part of the assessment program of a Stage 6 course. Examples of students' performances at the top, middle and bottom of the cohort will be retained wherever practicable.

Transferring Students

WBHS will request the former school of a student transferring before 30 June in the year of their HSC Examination to provide information relating to assessment marks, task weightings and rank, and N Determination Warnings. These marks may be used to inform estimates for tasks that have been missed. Tasks completed by the student after enrolment can also be used to inform estimates.

Assessment marks will be provided for students who transfer into the school after 30 June in the year of their HSC Examination by their previous school.

Students who have achieved units of competency in Vocational Education and Training courses through study or experience will not be required to be reassessed for those units of competency. It must be verified that a qualified assessor from a Registered Training Authority has assessed these competencies.

18. Provision of Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with constructive advice for further development. The wording of outcomes and the band descriptions may be used, where appropriate, for providing feedback to students.

Students should receive clear feedback on their performance in each assessment task. This advice should indicate:

- students' attainments in the task relative to the outcomes
- students' relative positions within the course group in that task

Teachers are encouraged to make available exemplars and work samples to students as a standards reference.

19. Procedures for N Determination Warnings and Determinations

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course.

A minimum of **two** warning letters for each course is required for an N-Determination.

The Principal will use the following to inform any decisions when considering an N-Determination:

- **Assessment:** students must complete assessment tasks that contribute in excess of 50% of available marks.
- **Attendance:** a student who attends less than 85% of their lessons in any course may be deemed to be causing concern
- **Evidence of diligence and sustained effort:** the Principal must determine whether there is sufficient evidence of a student's diligent application and sustained effort in relation to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination the Principal will:

- notify the parent/carer that in the school's view, the student has not satisfied requirements for the award of the Year 11 RoSA or HSC
- advise the student and parent/carer of appeal procedures and provide an Appeal form (if required) and
- review the appeal
- convene an Appeals Panel (if required)

If the appeal is upheld, marks will be awarded for the course. If the Appeal is declined, all documentation will be forwarded to NESAs for a final determination.

If an 'N' determination is made the course will be listed as 'Not Completed' on the Record of Achievement. The student may be ineligible for the award of a Preliminary RoSA or HSC.

20. Disability Provisions

The Learning and Support Teacher is responsible for the identification and management of students requiring disability provisions. Submissions will be made to NESA on behalf of all students who have been identified as potentially requiring support for the Higher School Certificate Examinations.

The Deputy Principal Stage 6 will be responsible for determining and approving adjustments for all school-based assessment tasks. Students who accessed disability provisions for Year 10 should be screened for similar access for senior assessment and examinations.

The Learning and Support Teacher will develop a list of students requiring disability provisions by the end of the students' first term of study in the Year 11 and Year 12 courses, ie Terms One and Four respectively. Additional students may be added during the year.

Special provisions will only apply to those assessment tasks affected by the student's specific provisions when approved by NESA or by emergency arrangement with the Principal.

21. Procedures for Acceleration and Accumulation

Acceleration

Acceleration is the process of moving students through an educational program at a faster rate than is usual. Students who are accelerated must be able to demonstrate the achievement of NESA syllabus outcomes one or more years in advance of their cohort. Acceleration must be completed on the basis of compression of the curriculum, or curriculum 'compacting', not omission.

Exceptional students whom the school confidently expects will be awarded an 'A' grade in Stage 5 RoSA, may begin studying a Stage 6 course in the corresponding learning area while still in Stage 5.

A student accelerating in a Year 11 or HSC subject should complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual Year 11 or HSC program in the subject.

Decisions about acceleration will be made by the Principal after considering the advice of the relevant Stage Deputy Principals and Head Teacher/s.

Accumulation

Accumulation is the process by which a student gradually satisfies the requirements for the award of an HSC over an extended period of time. There is no time restriction on the accumulation of Preliminary courses; however, students may accumulate HSC courses towards the Higher School Certificate over a five-year period.

The five-year period:

- commences in the first year the student satisfactorily completes an HSC course
- applies regardless of whether the student defers studies for one or more years during the five-year period
- is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

For students repeating a course within the five-year accumulation period, the latest attempt will void the previous results in that course in regard to Higher School Certificate eligibility. For students changing to another course in the same subject area (eg HSC English Advanced and HSC Extension 1 to HSC English (Standard)), the latest attempt will void the previous results in that course in regard to Higher School Certificate eligibility.

Access to accumulation must be negotiated with the Deputy Principal Stage 6.

22. Vocational Education and Training

Vocational Education and Training (VET) courses in Stage 6 are 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

All VET courses are competency-based. As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria. The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Assessment must:

- meet the requirements of the national training package or nationally accredited qualification/course on which the VET course is based
- be conducted by a qualified assessor under the auspices of an Registered Training Organisation.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion ('N') determination**. It is possible for the Principal to certify, at a later date, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

23. Variations to the Stage 6 Assessment Policy and Procedures

The Principal reserves the right to alter the Warners Bay High School Stage 6 Assessment Policy and Procedures detailed in this booklet should exceptional circumstances arise. Such variations will be informed by advice from the New South Wales Education Standards Authority.





Appendices

- Illness-Misadventure Appeal Form
- N Determination Warning Letter
- Examination Procedures



WARNERS BAY HIGH SCHOOL

ILLNESS/MISADVENTURE APPEAL FORM



Refer to the Assessment Policy and Procedures booklet when completing this form.

YOU MUST SUBMIT THIS FORM TO THE STAGE DEPUTY PRINCIPAL WITHIN 5 SCHOOL DAYS OF THE DUE DATE OF THE ASSESSMENT TASK

PART A: STUDENT DETAILS *(Please print)*

Student name: _____ Roll Class: _____

PART B: COURSE DETAILS

Subject: _____ Class Teacher: _____

Task: _____ Due Date: _____

PART C: REASON FOR ABSENCE OR MISADVENTURE

Reason for absence/misadventure: *(Please tick the appropriate box)*

- | | | |
|--|---|------------------------------------|
| <input type="checkbox"/> Illness/Injury | <input type="checkbox"/> Sport representation | <input type="checkbox"/> Excursion |
| <input type="checkbox"/> Bereavement | <input type="checkbox"/> Work Placement | |
| <input type="checkbox"/> Misadventure | <input type="checkbox"/> Approved leave | |
| <input type="checkbox"/> Other (please specify): _____ | | |

PART D: INDEPENDENT DOCUMENTATION *(Please attach evidence)*

- | | |
|--|---|
| <input type="checkbox"/> Medical Certificate | <input type="checkbox"/> Travel documentation |
| <input type="checkbox"/> Statutory Declaration (Years 9 and 10 only) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Funeral Notice | |

PART E: STUDENT DECLARATION

- I declare that the information I have provided is true and accurate.
- If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date.
- If I am completing the assessment task after the scheduled date I will not seek to gain information from other students.

Student Signature: _____ Date: _____

PART F: HEAD TEACHER RECOMMENDATION

Date received: _____ Consultation with Class Teacher: Yes No

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Zero | <input type="checkbox"/> Penalty 20% per day (Years 9/10 only) |
| <input type="checkbox"/> Estimate | <input type="checkbox"/> Alternative task |
| | New date for task: _____ |

Student advised of decision: Yes No

Head Teacher Signature: _____ Date: _____

PART G: APPEAL PANEL *(To be completed by the Appeal Panel if required)*

Decision: Appeal upheld Appeal dismissed

Comment:

Deputy Principal Signature: _____ Date: _____

WARNERS BAY HIGH SCHOOL

Illness/Misadventure Appeal Application Process

An Illness/Misadventure Appeal form is used when an assessment task is:

- not submitted on time
- submitted incomplete
- completed during extraordinary circumstances.

It is the student's responsibility to complete the Illness/Misadventure Appeal and return it to the relevant teacher or Head Teacher within five school days of the due date of the task. Late appeals may be considered but only in exceptional circumstances.

Zero marks will be awarded if there is no genuine case (e.g. not supported by independent evidence) for assessment tasks not submitted by the due date.

Illness/Misadventure Appeal Process

1. Collect a form from the relevant Head Teacher/s or Stage Deputy Principal
2. Complete Parts A to E and attach independent documentation. The person providing the independent evidence must not be related to or be the carer of the student. *(Copies of original documents are acceptable if the originals are sighted).*
3. Return the application to the Head Teacher who may discuss the appeal with the student. This step must be taken within five school days of the due date of the task.
4. The Head Teacher will consult with the Class Teacher and make a recommendation on the application form (Part F). The form will then be forwarded to the Stage Deputy Principal.
5. The Stage Deputy Principal will make the final decision based on the Head Teacher's recommendation, the independent documentation and the school policy. In cases where no authenticated external documentation is provided, the application will be discussed with the Principal. The student may be called to interview.
6. A photocopy of the form will be given to the Head Teacher and the student.

Students have the right to appeal the decision that is made by writing a formal letter to the Principal.

If students have prior knowledge that they will be absent for an assessment task, the Class Teacher and/or Head Teacher must be informed well in advance of the event so that the task can be rescheduled. Students must complete an Illness/Misadventure Appeal Form. HSC students must also provide a written explanation to accompany their requests addressed to the Principal. Rescheduling may occur prior to the event.

Limitations of Appeals

A student cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities
- long-term illnesses such as glandular fever unless you suffer a flare-up of the condition during the examination period or assessment task
- the same grounds for which the student received disability provisions, unless the student experiences additional difficulties during the task
- misreading the assessment schedule (due date) or examination timetable
- misreading the assessment task or examination instructions
- other commitments such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions.

NB: Students should not plan absences during the school term unless there are exceptional unforeseen circumstances (eg. medical reasons)



WARNERS BAY HIGH SCHOOL

"Quality Education for All"

Principal: Dr Sharon Parkes



<Address block>
<Address block>
<Address block>

<Insert date>

Dear <Name of Parent/Guardian>

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your son/daughter, <Insert student name>, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in <Insert course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on <Insert dates>.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself 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 requirements, 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 the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Percentage weighting <i>(if applicable)</i>	Original due date <i>(if applicable)</i>	Action required by student	Date for completion

Add/delete rows as required

Action by parent/guardian

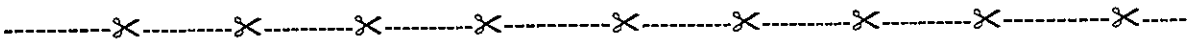
To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

 Class Teacher/Head Teacher

 Principal



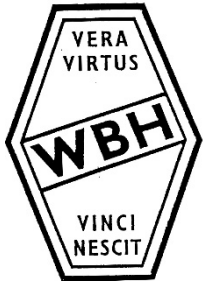
Acknowledgement of Official Warning

I have received the letter dated <Insert date> advising me that <Insert name> is in danger of not meeting the course completion requirements for <Insert course name>, and am aware that this is the <first/second/third> official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____



WARNERS BAY HIGH SCHOOL EXAMINATION PROCEDURES



Students will:

- follow the teacher's instructions at all times
- turn off and place their mobile phone and other electronic devices in their bags
- place their hats, scarves, beanies and any other clothing not worn (e.g. jumper) in their bags
- place their notes, folders and books either in their bags or on the floor at the front of the room
- place their bags at the front of the room
- sit at the desk indicated by the teacher and remain seated for the duration of the exam
- have their equipment in a clear container or placed individually on the table. Borrowing equipment will not be permitted.
- use the paper provided by the teacher to answer questions
- behave in a polite and courteous manner
- use the tissues provided by the school
- collect their bags after all the exam papers have been collected
- be permitted to have bottle of water in a clear container without a label

Students will NOT:

- be permitted to leave the room except in exceptional circumstances
- have any item of clothing on their lap or the table
- write, use any equipment including highlighters, or annotate the exam paper in any way during reading time
- speak to or communicate with any person other than the teacher during an examination

Students who breach any of the examination rules will be interviewed by the Head Teacher. The issue will then be discussed with the Deputy Principal (Stage 5) to determine the penalty imposed (such as zero mark for the task).

2019 HSC Assessment Calendar
TERM 4 - (Monday 9th October 2018 - Friday 17th December 2018)

Week	Subject	Task	Weighting
1			
15/10 - 19/10			
2			
22/10 - 26/10			
3			
29/10 - 2/11			
4			
5/11 - 9/11			
5			
12/11 - 16/11			
6			
19/11 - 23/11	Textiles and Design	MTP Proposal oral, visual and written presentation	25%
7			
26/11 - 30/11	Community and Family Studies	Independent Research Project	20%
	Drama	Australian Theatre workshop/written reflection	20%
	Earth & Environmental Science	Test Earth's Processes	20%
	Economics	In class extended response research task	25%
	Investigating Science	First Hand Investigation	20%
	Legal Studies	Human Rights topic test	20%
	Software Design and Development	Minor project	20%
	Visual Arts	Critical & Historical: Short answer written responses	15%
8			
3/12 - 7/12	Ancient History	Presentation and Source Analysis	20%
	Engineering Studies	Engineering report	25%
	English Extension 2	Viva voce	30%
	French Continuers	Reading	20%
	Geography	People and Economic Activity in class test	25%
	Industrial Technology	Designing and planning presentation	20%
	Mathematics	Test	20%
	Mathematics Standard 1	In class project or stimulus activity	20%
	Mathematics Standard 2	Assignment	20%
	Modern History	Source Analysis and Video Presentation. Core study: Power and Authority in the modern world	20%
	Work Studies	Trade Unionism Report	25%
9			
10/12 - 14/12	Business Studies	Marketing Extended	25%
	Chemistry	Depth Study	30%
	Mathematics Extension 1	Test	20%
	Mathematics Extension 2	Test	20%
	Personal Development, Health & Physical Education	Research Task	20%
10			
17/12 - 21/12	English Advanced	Texts and Human experiences multi-modal task	25%
	English Standard	Texts and Human experiences multi-modal presentation	25%
	Music 1	Musicology Elective 1	25%
	Society and Culture	Short answer test	20%

2019 HSC Assessment Calendar
TERM 1 - (Tuesday 29th January - Friday 12th April 2019)

Week	Subject	Task	Weighting
1			
29/1 - 1/2	Biology	Infectious Disease Research Task	20%
	Physics	Research	30%
2			
4/2 - 8/2	English Extension 1	Portfolio: Creative response with reflection	30%
3			
10/2 - 15/2			
4			
17/2 - 22/2	Society and Culture	Application of research methods	25%
5			
25/2 - 1/3	Economics	Topic test	20%
	Mathematics Extension 1	Test	25%
6			
4/3 - 8/3	Ancient History	Historical Analysis - Film and structured responses	25%
	Engineering Studies	Engineering problem solving	25%
	English Extension 2	Literature review	40%
	Geography	Ecosystems at Risk Extended Response	20%
	History Extension	Source research and proposal: Proposal, process and annotated sources	30%
	Industrial Technology	Product analysis	20%
	Modern History	Research and Essay	25%
7			
11/3 - 15/3	Community and Family Studies	Extended Response	25%
	Mathematics	Test	25%
	Mathematics Standard 1	Assignment/Investigation	30%
	Mathematics Standard 2	Test	20%
	Personal Development, Health & Physical Education	Extended Response	25%
8			
18/3 - 22/3	Mathematics Extension 2	Test	30%
	Music 1	Composition	10%
9			
25/3 - 29/3	Biology	Depth Study Genetic Disease Case Study	30%
	Drama	Studies in Drama and Theatre workshop/written reflection	20%
	Earth & Environmental Science	Hazards Research Task	20%
	Investigating Science	Data Analysis	20%
	Legal Studies	Crime research essay	25%
	Software Design and Development	Topic Test Software Solutions	20%
10			
1/4 - 5/4	French Continuers	Listening & Speaking	35%
	Work Studies	Work life balance interviews and report	25%
11			
8/4 - 12/4	Business Studies	Finance stimulus task	20%
	Chemistry	Practical Plus	20%

2019 HSC Assessment Calendar
TERM 2 - (Tuesday 30 April - Friday 5th July 2019)

Week	Subject	Task	Weighting
1			
30/4 - 3/5	English Advanced	Module A Textual conversation dialogue and discussion	25%
	English Standard	Module A Language, identity and culture discursive writing	25%
	Physics	Depth Study	25%
	Society and Culture	In class written response (using research)	25%
2			
6/5 - 10/5			
3			
13/5 - 17/5	English Extension 2	Creative process critique	30%
4			
20/5 - 24/5	Community and Family Studies	Depth Study	25%
5			
27/5 - 31/5	Visual Arts	Art Making: Development of the body of work. VAPD Critical & Historical: Essay - written research task	30%
6			
3/6 - 7/6	Biology	First Hand Investigation Environment & Phenotype	20%
	Economics	Research and communication task	25%
	Investigating Science	Depth Study: Testing A claim	30%
	Legal Studies	Family essay	25%
	Textiles and Design	Research and experimentation report	30%
7			
10/6 - 14/6	Ancient History	Monologue and Essay	25%
	Engineering Studies	Engineering research task	20%
	English Extension 1	Critical response and presentation	40%
	French Continuers	Writing	15%
	Geography	Urban Places fieldwork report	25%
	Mathematics	Test	25%
	Mathematics Standard 1	In-class open-book test	20%
	Mathematics Standard 2	Test	30%
	Modern History	Structured Response and Infographic. Peace and Conflict	25%
	Work Studies	Self-employment oral task	25%
8			
17/9 - 21/6	Business Studies	Business report	25%
	Chemistry	Research Plus	20%
	Mathematics Extension 1	Test	25%
	Personal Development, Health & Physical Education	Case Study	25%
9			
24/6 - 28/6	English Advanced	Module B critical study imaginative reconstruction and reflection	20%
	English Standard	Module C Craft of writing reflection	20%
	Industrial Technology	Project development and management report	30%
	Mathematics Extension 2	Test	20%
	Music 1	Practical Core Performance. Elective 2, Elective 3	40%
10			
1/7 - 5/7	Drama	Group performance and individual project work in progress	30%
	Earth & Environmental Science	Climate Science Depth Study	30%
	Physics	Second Hand Data	15%
	Software Design and Development	Major project	30%

2019 HSC Assessment Calendar
TERM 3 - (Tuesday 23 July - Friday 27 September 2019)

Week	Subject	Task	Weighting
1			
23/7 - 26/7			
2 & 3			
29/7 - 9/8	Ancient History	Trial HSC	30%
	Biology	Trial HSC	30%
	Business Studies	Trial HSC	30%
	Chemistry	Trial HSC	30%
	Community & Family Studies	Trial HSC	30%
	Drama - Written & group performance	Trial HSC	30%
	Earth & Environmental Science	Trial HSC	30%
	Economics	Trial HSC	30%
	Engineering Studies	Trial HSC	30%
	English Advanced	Trial HSC	30%
	English Extension 1	Trial HSC	30%
	English Standard	Trial HSC	30%
	French Continuers	Trial HSC	30%
	Geography	Trial HSC	30%
	History Extension	Trial HSC	30%
	Industrial Technology	Trial HSC	30%
	Investigating science	Trial HSC	30%
	Legal Studies	Trial HSC	30%
	Mathematics	Trial HSC	30%
	Mathematics Extension 1	Trial HSC	30%
	Mathematics Extension 2	Trial HSC	30%
	Mathematics Standard 1	Trial HSC	30%
	Mathematics Standard 2	Trial HSC	30%
	Modern History	Trial HSC	30%
	Music 1	Trial HSC - Aural	25%
	PDHPE	Trial HSC	30%
	Physics	Trail HSC	30%
	Society & Culture	Trial HSC	30%
	Software Design and Development	Trial HSC	30%
	Textiles & Design	Trial HSC	25%
	Visual Arts	Trial HSC	15%
	Work Studies	Trial HSC	25%
4			
12/8 - 16/8	Textiles and Design	Project Development and management report	20%
5			
19/8 - 23/8	Drama	Group Performance Showcase	30%
	History Extension	Research and Essay. History Project: Essay	40%
6			
26/8 - 30/8			
7			
2/9 - 6/9	Visual Arts	Art making: Body of work	40%
8			
9/9 - 13/9			
9			
16/9 - 20/9			
10			
23/9 - 27/9			