



KILLARNEY  
HEIGHTS  
HIGH SCHOOL

# Assessment Policy

# Overview of policy

## Introduction

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

## Assessment

Students will be regularly assessed on their learning progress in a range of forms. Assessment tasks will reflect work completed in class, and teachers will create opportunities to provide students with feedback on their progress. For this reason, homework will often consist of work towards assessment tasks. For more information, see *Appendix 1: Assessment at KHHS*.

## Expectations

The school will provide students with adequate notice, preparation and support for assessment tasks. Students are expected to work to the best of their ability and to follow procedures outlined in the school Assessment Policy. Students must participate and produce work to demonstrate the achievement of course outcomes. Parents and carers are also to refer to the policy when engaging with students or the school in relation to assessment tasks. For more information, see *Appendix 2: Responsibilities and/or Appendix 6: Preliminary and Higher School Certificate*.

## Malpractice and Awarding Zero Marks

Malpractice will result in a mark of zero. This may include any of the activities outlined in the Assessment Policy (see *Appendix 3: Malpractice*). Students who have engaged in malpractice may appeal (see Appeals) to avoid receiving a mark of zero. Marks of zero may also be awarded for absence the day on or day prior to an assessment task without valid cause (see Illness and Misadventure). For more information, see *Appendix 3: Malpractice*.

## Unsatisfactory Performance in a Course: Letters of Concern and N-Award Determination

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result. Parents will be notified when students are reviewed for their performance in a course.

Students who fail to complete an assessment task, are absent for multiple lessons, or fail to complete classwork across multiple lessons will receive a Letter of Concern (Stage 4) or an N-Award Warning (Stage 5 RoSA and Stage 6 HSC). They are expected to submit this work to the Head Teacher of the faculty in order to resolve the warning. They will receive a mark of zero, but will be eligible for report grades based on course outcomes.

Students who receive an N-Award Warning will receive support from their teacher in order to complete the work necessary. Students are expected to apply themselves to this process, which may include attending the school's Homework Club, and using any free periods to work in the school Library.

An Unsatisfactory Determination Award (N-Award) will be determined by the Principal, and will occur in conjunction with the assessment appeals process (see Appeals). Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to NESAC that a student will receive an "N Determination" for the course.

## Absence for Assessment Tasks

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. If a student is absent for all or part of the due date or the school day prior to the due date, they must complete an Illness/Misadventure form (see below). Failure to follow these procedures will result in a mark of zero being awarded.

If a student is aware that they will be absent for an Assessment Task due to extra-curricular school and sporting commitments they must give notice of their leave as soon as possible. The task should be handed in prior to the due date in these cases, unless an alternative date has been negotiated with the Head Teacher and an Illness/Misadventure form is completed.

## Leave during term time

The Department of Education does not support family holidays during term. Leave taken for this purpose does not qualify for a misadventure. Students may submit hand in tasks prior to leaving however exams and tests will not be rescheduled and the student will receive a mark of zero if they are absent on the day the task is scheduled. In this situation, the student still needs to complete the task at a time and in a manner determined by the Head Teacher in order to meet course outcomes. For assessments due or undertaken upon return from leave, students are expected to complete the task and will not be eligible for consideration of marks or an extension.

## Illness and Misadventure Procedures

The school's procedure for illness and misadventure is available to all students via the Illness/Misadventure form. This form should be used to apply for consideration for Assessment Tasks, including; explaining absences before or on due dates, negotiating alternate arrangements for submission of tasks, applying for extensions, or applying for consideration of extra marks or an estimate due to extreme circumstances. Technology failure is not an acceptable reason for late submission of work. For specific policies on these, see *Appendix 4: Illness and Misadventure Procedures*.

In all cases, the Illness/Misadventure form should be presented by the student to the Head Teacher at the earliest possible time, with any relevant accompanying documentation (including, where relevant, a medical certificate). Where the Head Teacher approves the application, the student will incur no academic penalty and alternative arrangements for the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed (see Appeals).

## Appeals

The appeals process is available to all students. If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must be immediately discussed with the Head Teacher. The student must provide a copy of their work accompanied by a written explanation of their reason for appealing, detailing features of the marking criteria or marking process that are being appealed. This process must be undertaken within two days of receiving back the task mark.

If the student is not satisfied with the Head Teacher's response in relation to their appeal of an Assessment Task mark, illness/misadventure application, or malpractice claim, they may choose to escalate their appeal to the relevant Deputy Principal. Students are encouraged to provide material such as drafts or planning documents to allow the Deputy Principal to consider all information and evidence when making a decision in regards to the claim. This process must be undertaken within two days of receiving the Head Teacher's response.

For more information regarding HSC Appeals, see *Appendix 6: HSC Processes*.

## Disability Provisions

A student may be granted disability provisions based on a number of factors.

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group. Disability provisions will be determined by the school and submitted to NESAs for approval. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

For more information, see *Appendix 5: Disability Provisions*.

## Stage 6

Additional information regarding information and processes specific to the Preliminary and Higher School Certificate and Vocational Education and Training can be found in *Appendix 6: Preliminary and Higher School Certificate*, *Appendix 7: Vocational Education and Training*, *Appendix 8: HSC Checklist and Reminders*, and *Appendix 9: Excerpts - Education Act*

## Appendix 1: Assessment at KHHS

To ensure progress, teachers use Formative Assessment to monitor student learning and provide ongoing feedback that can help students to identify their strengths and weaknesses and target areas that need further work. As a result, it is common that formal homework is not always set, however, students may be required to submit components of their assignment for feedback during the process of completing the task.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment Tasks are designed to measure performance against course outcomes through a range of activities. Assessment Tasks may include:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions – musical
- Extended response – imaginative, analytical, persuasive, discursive, evaluative, reflective
- Formal examinations

## Appendix 2: Responsibilities

### School Responsibilities

- The year adviser will issue each student with an assessment booklet containing a summary of the schedule including the school policies and procedures at the start of each year
- A copy of the complete assessment schedule will be published on the school website
- Subject teachers will hand out and explain the schedule at the start of each school year
- Any changes will be communicated to students at least 2 weeks before the due date and updated on the school website
- The New South Wales Education Standards Authority (NESA) recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) as early as possible but no less than 2 weeks in advance of the date that the Assessment Task is due
- The Assessment Notification will contain a basic description of the task with essential information, to be supported by additional support materials and instruction in classes

### Student Responsibilities

It is the student's responsibility to:

- Know and understand the expectations, tasks and timing of assessments for each of their courses.
- Demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Collect any work missed due to absence from class for any reason.
- Complete a "Misadventure Form" if the student is sick on the day of an assessment, the day prior to an assessment, or cannot complete a task. See *Appendix 4: Absence, Illness and Misadventure Procedures* for further information.
- Make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- Attend all examinations and bring all required examination equipment
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back.

### Parent Responsibilities

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

### Success Criteria for KHHS Assessments

To have satisfactorily completed a course, students will have:

- satisfactorily completed the NESA requirements for all courses studied
- have a satisfactory record of attendance
- 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.

### Participation

A genuine attempt must be made concerning the teaching and learning activities of a course. Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.

## Appendix 3: Malpractice

### Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It may include, but is not limited to:

- Breach of school examination or test rules
- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Use of augmentation or artificial intelligence software including automated essay generation or translation services

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

### Examination and Class Test Rules

- If students are found to have notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in their possession once the examination has commenced, they may be penalised, which could result in being given zero for the examination.
- Students are required to make a serious attempt at the examination by answering a range of questions types. Answering only multiple-choice questions is not considered a serious attempt and may result in the cancellation of the course.
- Students must complete the student attendance slip, and ensure it has been collected before they leave the examination room.
- Students must remove their watch and place it in clear view on their desk.
- Students must not start writing until instructed to and must stop writing immediately when instructed to do so.
- When leaving students must not take any part of the examination materials or question booklet from the examination room.
- Students may not leave the examination room within the first hour of the examination or in the last 15 minutes, except in case of emergencies, or with the permission of the principal.

Students who have been granted special conditions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special conditions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

### Suspension and assessment

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office or submitted online to the class teacher on the due date. Failure to comply with the above will result in a zero grade.

## Appendix 4: Absence, Illness and Misadventure Procedures

### Absences and illness

If a student is unwell or suffers misadventure on the day (or the day prior to) the due date they must complete an Illness/Misadventure form and provide any relevant accompanying documentation (including, where relevant, a medical certificate). Immediately on the student's return to school, they must provide the completed form and accompanying documentation to the Head Teacher.

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

### Excursions and Fieldwork

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

### Extensions

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension to the due date must complete an "Illness/Misadventure" form; and provide the completed "Illness/Misadventure" form to the relevant Head Teacher as soon as reasonably possible.

Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

### Estimates

Teacher must assess students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. Estimates must be based off similar tasks, and in many cases it may be relevant to base this off work completed in class rather than prior Assessment Tasks. This must be in accordance with the illness/misadventure process. Attendance and application are not to be taken into account in calculating final assessment marks or in any individual assessment task.

### Group Performance and Presentation Absence, Illness or Misadventures.

Students are required to perform or present on the scheduled date specified in the assessment notice. In the event that a performance or presentation cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form on the day of their return to school. Please note this application will be considered separately to the group application.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance or presentation to an alternate date will be at the discretion of the Head Teacher.

### Group Projects or Hand-In Assessment Absence, Illness or Misadventures.

Students are required to submit work on the scheduled date specified in the assessment notice. In the event that the ability to complete the task is limited by the absence of a group member or other factors, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. This may include consideration of the duration or reason for absences, or the degree of impact on the group's ability to complete the task. Extensions or consideration of marks will be at the discretion of the Head Teacher.

## Appendix 5: Disability Provisions

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by the school. This decision is then submitted to NESAs for approval.

The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A 'reader' or 'writer' in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.



## Appendix 6: Preliminary and Higher School Certificate

The pathway to an HSC is via two distinct courses, Preliminary (Year 11) and HSC (Year 12). To be eligible to enter an HSC course, a student must have satisfactorily completed the Preliminary Course in the subject. (Exceptions are VET courses taken as new courses for the HSC.)

The assessment criteria for the two courses are completely separate. Though the assessment marks achieved in the Preliminary Course do not count towards the HSC, they are an important component of Half-Yearly and Yearly reports and determine whether students have successfully achieved the outcomes of the course and are eligible to begin the HSC course. All courses are examined on the HSC year of teaching, an exception to this are the Mathematics courses, where work from both years is examined.

### Rules for Satisfactory Completion of Preliminary and HSC Courses

To be eligible for the award of a Higher School Certificate, students must satisfactorily complete the NESA requirements for all courses studied.

The requirements for satisfactory completion of a course remain the same as in junior years of high school. Students who do not meet the requirements of their course will be issued with N-Determinations. This student will be ineligible to have that course recorded on their RoSA or to undertake the HSC course in that subject. Students may appeal N-Determinations by following the NESA process.

A student must satisfactorily complete courses totalling at least 12 units of Preliminary Courses and 10 units of HSC courses to receive the HSC award.

### Course Assessment Outlines

Each subject has its own course outline where the assessment requirements are detailed. These include the range of tasks students are required to undertake, the specific Assessment Tasks and the weightings of each task.

Rules related to assessments can be found in the relevant sections in this policy. These include rules related to:

- N-Determinations and warnings
- Academic malpractice
- Non-submission or late submission
- Appeals

### Malpractice

Plagiarism in senior years is taken very seriously. As students move into Years 11 and 12 (Stage 6) they must complete All My Own Work (AMOW). Students complete AMOW in Term 4 of Year 10.

More information on AMOW can be found at: [www.amow.boardofstudies.nsw.edu.au](http://www.amow.boardofstudies.nsw.edu.au)

### Assessment Schedule

Assessment will commence in Term 4 when all the HSC Courses begin. The final assessment will include only marks achieved during the HSC assessment period and from those tasks designated in individual subject course outlines.

1. Students will be given written notice of each task two weeks in advance.
2. The school will use reasonable endeavours to structure the Assessment Schedule so that an individual student has no more than two (2) formal Assessment Tasks on any given day.
3. Assessment Tasks will not be scheduled one week prior to formal exams.
4. Students will be given feedback on their task attempts.
5. Students will be informed of their rank for each course at the conclusion of the Year 12 course. Assessment ranks will be available on NESA Students Online.
6. Parents will be informed when:
  - a. a zero award is made because of failure to attempt a set task;
  - b. an unsatisfactory attempt is made at a task;
  - c. it is anticipated that a student will not satisfy the required outcomes for the course and therefore will be classified as unsatisfactory ("N" determination) and will need to repeat the course;
  - d. a penalty has been applied due to malpractice.
7. In the case of students who transfer from another school, assessment will be determined only on tasks carried out at Killarney Heights High School.
8. Technological failure is not an automatic excuse for inability to complete tasks on the Due Date. It is the student's responsibility to back up any work in progress and keep a hard copy of text.
9. In the case of students attending work placement or on suspension, the student must complete the Assessment Task/s (including tests) by the advertised Due Date.

## Appealing Student Ranking

Any student wishing to contest their ranking in a subject assessment:

- Must lodge an appeal with the Principal by the date published in the HSC timetable, to be passed onto the school's Appeals Committee for consideration.
- May only contest the ranking, not individual or cumulative teacher judgements or assessment marks, on the basis of a typical result compared with all/most other ranking progressively available to the student.
- May only challenge the computational accuracy.
- May only challenge the conformity of the school's weightings with those issued by the Board.
- May only challenge that the school's published assessment program and weighting were not employed.
- VET students who wish to lodge an appeal against the assessment of course competencies may do so on the grounds that they were not provided with a fair and reasonable opportunity to demonstrate the competency and/or they were not informed in advance of the conditions and method of assessment.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made. The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs (outlined below). The advice on this appeal to NESAs should include information about grounds for appeal.

## Appealing Student Ranking to NESAs

Any student wishing to contest their ranking in a subject assessment:

- Must first follow the Appeals process above.
- Must make sure the basis of their appeal meets the criteria outlined above and is a valid claim.

If the appeal is upheld, NESAs will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected. NESAs will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

## Appendix 7: Vocational Education and Training

### VET Course Requirements

VET courses are competency based. Competency is judged on the basis of performance. A student's performance is judged to be either competent or not yet competent against a prescribed standard. The judgement is made on the basis of a variety of evidence. VET courses may be dual-accredited. Demonstration of competence in all Assessment Tasks may lead to the award of a Certificate I, II or III with the Australian Qualifications Framework (AQF).

Students who wish to include a VET course result in the calculation of the Australian Tertiary Admission Rank (ATAR) must attempt the final HSC examination. Where insufficient competencies are achieved in order to qualify for the Certificate I, II or III those competencies which have been achieved will be listed on the Record of School Achievement.

### VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which are awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

#### AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either competent or not yet competent.

*Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards.* The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of Assessment Tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

### Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course. Some VET courses, e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Administration Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET courses. This booklet explains the BOS procedures.

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the *achievement of competency*. AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. *No school based assessment mark will be recorded.*

*No Assessment mark* for VET courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted. *This mark will be used only in the case of an illness/misadventure appeal.*

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination.

## Work Placement

Work placement is a *mandatory HSC requirement* of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled NESA course requirements.

Note:

- Information and Digital Technology course may simulate 35 hours of work placement. This must be documented and authorised by the school.
- Entertainment Industry course permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school

## Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. These procedures are explained elsewhere in this policy.



# Killarney Heights High School

## Illness/ Misadventure/Absence for an assessable task

It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

---

### Completed by Student

Surname ..... Given name .....

Class ..... Subject(s).....

Date(s) of task .....

Reason for absence or not submitting task  
.....  
.....

Medical certificate and/or other documentation attached: Yes / No

Student signature ..... Date .....

Parent signature ..... Date .....

---

### Completed by Head Teacher

Task type:    In class/ Exam            Hand in                            Group project

Please circle

Head Teacher Recommendation:    Consideration for marks                            Assessment rescheduling  
(date .....)    Please circle

Misadventure not approved

Additional comments: .....  
.....

Head Teacher signature: .....    Date received .....

---

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Deputy Principal Signature: .....    Date received .....

## Appendix 8: HSC Checklist and Reminders

### Pattern of Study Checklist

Students who will complete the HSC should meet the following pattern of study requirements:

- at least 12 units of Year 11 courses and
- at least 10 units of Year 12 courses.

Check that both patterns include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
  - at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects
  - a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- students meet eligibility requirements for English EAL/D and languages
- students have completed 'HSC: All My Own Work' (or its equivalent)
- there are no exclusions in the course combinations
- students seeking an ATAR meet eligibility requirements
- Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- school-based assessment and reporting requirements
- students with disability.

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

### HSC: All My Own Work

To be eligible for the HSC, students must complete the program 'HSC: All My Own Work' (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. If a student with disability has difficulty accessing the program 'HSC: All My Own Work', the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

## Eligibility for English EAL/D and Languages

Check that students meet eligibility requirements and have completed the NESAs eligibility form, and that all documentation is retained by the school for:

- English EAL/D
  - Continuers courses in those languages which also offer [Language] in Context courses and [Language] and Literature courses
- Beginners courses
- [Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect \(EAL/D\) course](#)

NESA: [Eligibility for Stage 6 Languages courses](#)

ACE 8008: [Entry requirements for Stage 6 Languages courses](#)

### Exclusion of Course Combinations

Some course combinations are excluded by NESAs as stated in the course descriptions, under 'exclusions'. Check for NESAs exclusions of course combinations for Board Developed Courses (BDCs), Content Endorsed Courses, TAFE delivered VET HSC Courses and Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions: Industrial Technology, Languages, Mathematics, Science, Studies of Religion](#)

ACE manual exclusions index: [Exclusions](#)

[Syllabuses A-Z \(Stage 6\)](#) to access the most up to date information on exclusions in the course descriptions.

### School-Based Assessment and Reporting

The 'Assessment and Reporting' documents for each syllabus outline the mandatory components and weightings for new school-based assessment requirements for BDCs.

**In addition, school-based assessment:**

| Year 11 (commenced Term 1 )   | Year 12 (commenced Term 4 )  |
|---|--|
| <input type="checkbox"/> must be capped at 3 tasks  | <input type="checkbox"/> must be capped at 4 tasks   |
| <input type="checkbox"/> may only include 1 formal written examination<br>Mathematics courses may include 1-2 formal written examinations | <input type="checkbox"/> may only include 1 formal written examination with a maximum weighting of 30% |

Refer to:

ACE 8072: [Development of HSC school-based assessment programs](#)

ACE 8069: [Higher School Certificate school-based assessment](#)

NESA: [Stage 6 school-based assessment](#)

[Syllabuses A-Z \(Stage 6\)](#) for syllabus-based components and weightings

# English Studies and Mathematics Standard 1

Student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses is reported as a grade.

- To award grades, use the new [English Studies Achievement Level Descriptions](#) and [Mathematics Standard 1 Achievement Level Descriptions](#).
- Upload Year 12 work samples in [Schools Online](#) (for grade monitoring purposes).
  - For the optional HSC examinations, enter students separately and submit an estimated examination mark. For the HSC teachers will not be required to derive the estimated mark from a formal written exam that is part of the school-based assessment program. This change provides schools with greater flexibility in the design of the school-based assessment program.

## ATAR Eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) must complete at least 10 units of BDCs for which there are formal examinations conducted by NESA, including:

- at least 2 units of English
- at least 8 units of Category A courses.

**Or**

at least 6 units of Category A courses **and** only 2 units Category B

Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Note that both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

[UAC](#) in particular: [HSC courses that can be used in the ATAR calculation](#)

[English Stage 6](#) and [Mathematics Stage 6](#) for English Studies and Mathematics Standard 1 syllabus documents

## HSC Minimum Standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC. Students get two chances a year to sit each of the online tests from Year 10 and up to five years after starting their first HSC course. Students taking Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](#)

NESA: [HSC minimum standard](#)

Department: [Literacy and Numeracy](#) with quick link to HSC minimum standard

### Students with Disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions where required and be an ongoing process. Adjustments should enable equitable participation by students in the full range of education activities on the same basis as their peers without disability. The NESA website provides information about HSC disability provisions, including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative planning process that addresses the student's transition from school to adult life.



Refer to:

ACE: [Studying HSC Life Skills courses](#)

NESA: [Disability Provisions](#)

Australian Government: [Disability Standards for Education 2005](#)

Reminders

- Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).
- Ensure that NESA requirements are met:
  - for commencement of Year 11 and Year 12 courses
  - for credit transfer and recognition of prior learning
  - for accumulation, acceleration and repeating
  - for satisfactory completion and non-completion of courses.
- Additional departmental curriculum requirements in the policy standards (e.g. Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESA HSC credentialing.
- Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.

Refer to:

ACE: [Commencement of Preliminary and HSC courses](#)

ACE 8060: [study with an outside tutor](#)

ACE 8061: [study with an external provider](#)

ACE: [Credit transfer and recognition of prior learning](#)

ACE: [Pathways](#) (Includes accumulation and/or repeating courses and acceleration)

ACE: [Satisfactory completion; non-completion; leave](#)

## Appendix 9: Excerpts – Education Act

The following information from the [Education Act 1990 No 8](#) underpins NESAs rules and regulations. In the legislation, 'the Authority' refers to NESAs. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 HSC checklist and reminders.

### 12 Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

### 95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
  - (i) have attended a government school, or
  - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
  - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.