

HURLSTONE AGRICULTURAL HIGH SCHOOL

# HSC ASSESSMENT POLICY

2017 - 2018



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## 1. HSC Assessment Overview

### 1.1 What is assessment?

- Assessment is the process of identifying, gathering and interpreting information about student achievement.
- In the context of the Higher School Certificate, a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:
  - A wider range of syllabus outcomes than may be measured by the external examination alone.
  - multiple measures and observations made throughout the HSC course rather than a single assessment event.

### 1.2 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC) with the exception of Life Skills and Vocational Education and Training (VET) courses.
- The assessment marks submitted to NESA are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

### 1.3 Assessment requirements for Vocational Education and Training courses

- Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence derived from a variety of tasks.
- NESA requires providers of VET industry curriculum framework courses to:
  - ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO);
  - use a competency-based approach to assessment;

- maintain a record of all of the competencies achieved by each student;
  - progressively record the achievement and units of elements of a competency;
  - use only qualified assessors to carry out assessment;
  - report to the NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course;
  - verify that students have completed the mandatory work placement hours that have been assigned to each course. (Every effort should be made to complete these by the end of Term 2) and
  - prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.
- c. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET industry curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a Trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

#### 1.4 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course and each has a weighting determined by the school within guidelines provided by NESA. A separate schedule is distributed to HSC students detailing the program of assessments for each course.

#### 1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of

Term 4 and for most courses conclude as practically possible, at the end of the Trial HSC period in Term 3.

#### 1.6 The HSC Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to NESA provide a rank order of students and show relative differences between students' performances. This is best achieved by designing assessment tasks that discriminate between students and by using a sufficiently wide mark range.

#### 1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

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## 2. The Role of the Assessment Committee

The Assessment Committee will be made up of Executive staff including the Principal, Deputy Principals and Head Teachers. The prime responsibility of the Assessment Committee is to ensure the consistent application of the policy as described below.

### 2.1 Review of Policy

- a. The assessment policy should be reviewed on an annual basis. The following should be reviewed:
- The assessment procedures detailed in this policy.
  - Assessment schedules completed for each course reflect mandatory components and weightings and details of tasks.
  - Procedures for recording assessment marks, including entering marks and VET competencies for NESA.
  - Procedures for notifying students of assessment tasks. This includes the calendar of tasks and specific notifications of assessment.
  - Processes of illness/misadventure appeals.

### 2.2 Oversee Appeals

- a. The appeals process includes appeals based on illness, misadventures as well as appeals involving the process of the assessment procedure.

- b. At least two members of the Assessment Committee with one member being either the Principal or Deputy Principal, will review such appeals.
- c. The committee will acknowledge appeals submitted by students indicating a time frame in which an outcome for the appeal can be determined. Students will be notified in writing, of the outcome of their appeal.

### 2.3 Adjudicate issues involving malpractice

- a. Any issue involving alleged malpractice, once investigated by the Head Teacher, will be adjudicated by the Assessment Committee.
- b. At least two members of the Assessment Committee with one member being either the Principal or Deputy Principal, will adjudicate such issues.
- c. The committee will notify students of the issue of malpractice raised by the Head Teacher. The student will be given the opportunity to respond to the allegation of malpractice. The Assessment Committee will deliberate a course of action to address the issue. The student and his/her parents/caregivers will be notified in writing of the nature of the alleged malpractice and the outcome of the committee's decision.

### 2.4 Conduct a review of final assessment marks

- a. The Assessment Committee will ensure that the final assessments submitted to NESA are consistent with NESA requirements as detailed in the syllabuses.

## 3. Communicating assessment guidelines

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include:
  - *Studying for the NSW Higher School Certificate* – a NESA support booklet issued to students whilst in Year 10.
  - *Rules and procedures for the NSW Higher School Certificate* – a NESA support booklet issued to students when commencing their HSC year.
  - An assessment schedule booklet.
  - The school HSC assessment policy.
- b. In addition to this, the following information nights support student understanding of requirements for the Higher School Certificate.
  - Year 11 subject selection evening – whilst students are in Year 10.
  - Higher School Certificate information evening – conducted at the end of Year 11.
- c. Year assemblies will also provide opportunities to explain specific details of the assessment policy to students. These will be conducted throughout Term 4 in Year 11 and reinforced throughout Year 12.

## 4. A Standards Referenced Approach to Assessment

### A Standards Referenced Checklist

#### 4.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
  - inform each student of the assessment requirements for each course;
  - indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
  - outline the weightings for each syllabus component;
  - specify values for each of these tasks; and
  - provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course.
- c. A schedule of assessment tasks held during Term 4, Term 1, Term 2 and Term 3 will be issued to students by mid Term 4.
- d. Each student will be required to sign an acknowledgment of the receipt of the assessment policy and schedules.

#### 4.2 More than one class following the same course

- a. This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different academic years.
- b. Common assessment programs should be followed with common tasks, conditions and marking procedures.
- c. Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

#### 4.3 Assessment Notifications

- a. Students will be notified, where possible, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification would be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from his/her class teacher upon return to school.

#### 4.4 Variations to Assessment Notifications

- a. Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:
  - approval from the Head Teacher responsible for the course has been gained.
  - students have been included, where possible, in the negotiation for the new date.
  - the approval of a Deputy Principal has been gained.

- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, where possible, be issued at least 14 calendar days in advance of the due date of the assessment task.
- b. Where possible, the due date for assessment tasks should not be scheduled any closer than 14 calendar days either side of the Half Yearly and Trial HSC.
- c. The assessment program for the HSC courses commences at the first school day of Term 4 and concludes as far as practicably possible, at the end of the Trial HSC examination period in Term 3.

#### 4.5 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

#### 4.6 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.
- c. In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

#### 4.7 Recording and Reporting Student Marks

- a. Teachers and Head Teachers will keep records of each student's performance in each task in the electronic Mark-book available on the school network and should provide students after each task with information concerning their performance on individual tasks including a rank for the task.
- b. Head Teachers will inform students at the completion of the course of their final assessment rank.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking may also appear on student reports following the Half-Yearly and Trial HSC assessments.
- d. Students can collect their NESAs Assessment rank order online using the Students Online service.

## 5. General procedures

### 5.1 Student attendance before an assessment task

- a. Students will attend all timetabled lessons or scheduled school activities (excursions) on the school day prior to an assessment task. Where a task is due at the end of a school day then this will also include all scheduled lessons prior to the task being due. Any variations to this need to be

negotiated with the Principal or one of the Deputy Principals.

- b. In the case of examination periods, 5.1.a above applies for five school days prior to the examination period.
- c. If a student is absent on a day as prescribed in 5.1.a or 5.1.b above, suitable documentary evidence must be provided to explain the absence. If the reason for absence is illness or injury then a certificate from a Medical Practitioner is mandatory.
- d. Where the student has a clash between an assessment task and another school or DOE activity he/she MUST negotiate the absence and alternative time with the Head Teacher concerned as soon as possible after the notification of the task.

### 5.2 Student is absent from an assessment task due to illness

- a. Students must attend school on the date of a task or date the task is due.
- b. If a student is ill and cannot attend on the day of the task or date a task is due, an illness/misadventure form should be completed with the appropriate section completed by a Medical Practitioner and presented to the Head Teacher on the first day of return to school. Medical certificates **are unacceptable**; the appropriate section of the illness/misadventure form **must** be completed by the Medical Practitioner.
- c. If a student fails to complete a task specified in the assessment program due to illness and the Head Teacher considers the student has a valid reason with supporting medical evidence, an extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used. The student should complete an illness/misadventure form, including appropriate evidence and forward this to the Head Teacher.
- d. If it is not possible to provide the student with a substitute task or unable to provide an extension, the Head Teacher is to forward the appeal to the Assessment Committee to seek a resolution.
- e. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. This will be negotiated with the Head Teacher.
- f. The Head Teacher may refer an appeal directly to the Assessment Committee for review.
- g. Students with prolonged absences should follow the same procedure.
- h. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.
- i. If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.

### 5.3 Student is absent due to a misadventure

- a. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (eg, a car accident).

- b. Following failure to complete an assessment task on time, the student must see the Head Teacher on the first day of return to school to negotiate alternative arrangements. A misadventure appeal must be submitted with supporting evidence. This may include a statutory declaration from parents/caregivers or an appropriate adult detailing the specifics of the misadventure. Notwithstanding the previous paragraph, the student should complete an illness/misadventure form with the appropriate section on page thirteen completed and forward this to the Head Teacher.
- c. The Head Teacher may provide an extension of time, a mark may be awarded based on a substitute task or a rank equivalency may be used.
- d. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task.
- e. The Head Teacher may refer an appeal directly to the appeals committee for review.
- f. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.
- g. If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.

#### 5.4 Invalid or non-discriminating tasks

- a. In the situation where a task does not function as required or unforeseeable problems occur in the administration of the task, the Head Teacher will forward a request to the Assessment Committee to determine a suitable approach to address the issue.
- b. The Assessment Committee may undertake a variety of measures including reducing the weighting assigned to the task and adding an additional task (with sufficient notice), and adjusting weightings accordingly. In some cases, an invalid task may be discarded completely, or a replacement task may be organised.

#### 5.5 Students who complete the assessment task and suffer illness/misadventure

- a. Students may lodge an illness/misadventure appeal if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.
- b. In such cases, students need to provide documentary evidence via the illness/misadventure form clearly detailing and supporting, through signed statements by Medical Practitioners or appropriate persons, the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.
- c. Students should submit this appeal to the appeals committee through one of the Deputy Principals. This should be done as soon as possible after the student is back in at school (either for lessons or other examinations) but within 7 days of the assessment task date.
- d. Students should receive a written acknowledgement of the submission of all assessment appeals to the Assessment Committee.

- e. The varied nature of appeals and assessment marks prevents a set time frame established for the finalisation of these appeals. All students will have their appeals finalised after the Trial HSC examination period.
- f. Students will receive a written reply from the assessment committee to the outcome of their illness/misadventure appeal. This reply will be posted home.

#### 5.6 Hand-In tasks

- a. Hand-in tasks should be submitted to the teacher/faculty as specified on the notification of the assessment task. Deadlines for submission of tasks will be specified on the notification of assessment.
- b. A student can seek from the Head Teacher an extension of time to submit the task. An illness/misadventure appeal must be submitted to the Head Teacher with appropriate supporting documentation before the extension can be considered.
- c. If an assessment task is submitted late, and there is no successful illness/misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback. In this instance, the student and their parents/caregivers will be advised by the Head Teacher in writing. Should a student feel that this decision is inappropriate, an appeal can be lodged with the school's Assessment Committee.
- d. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

#### 5.7 Technology and assessment tasks

- a. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials.
- c. To assist students in the utilisation of technology, the following guidelines should be considered:
  - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
  - Back-up files regularly.
  - Print out copies of drafts and keep them while the assignment is in progress
  - Bring a copy of the file to school by either email, USB, Google drive etc.

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## 6. Accelerants and Accumulants

### 6.1 Accumulants (Pathways)

- a. Students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes a HSC course.

- b. In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of NESAs.

## 6.2 Accelerant Students

- a. Students may accelerate into Preliminary and/or HSC courses (except VET Framework courses) in advance of their usual cohort, or in less than the stated indicative times prescribed by NESAs. Decisions about the acceleration of Higher School Certificate students will be made by Principals in accordance with the principles contained in the NESAs Guidelines for Accelerated Progression (revised 2000). Students may accelerate in all courses (grade advancement) or in one or more courses.
- b. Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.
- c. Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.
- d. For school based Half Yearly and Trial HSC examinations, accelerated students will have available as study leave the day immediately prior to an examination for a morning examination and the morning prior to an examination for an afternoon examination.
- e. For the Higher School Certificate examination, the student will have available as study leave the two days immediately prior to an examination and the day of the examination.

## 7. Special Examination (Disability) Provisions

- a. NESAs may provide Disability Provisions, known as Disability Provisions, for students in the Higher School Certificate examinations.
- b. NESAs may approve Disability Provisions if a student has a special need which would, in a normal examination situation, prevent him or her from:
- reading and interpreting the examination questions and/or
  - communicating his/her responses.
- c. Principals have the authority to decide on and to implement Disability Provisions for school-based assessments including tests.
- ACE Manual 13.1*
- d. Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

*ACE Manual 13.2*

### 7.1 Special examination provisions at Hurlstone

- a. Hurlstone will support students seeking Disability Provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component. In order to ensure the school does

not prejudice NESAs decisions on the awarding of an individual's Disability Provisions and hence jeopardise the fairness of the assessment process for all students, a student will not be able to access Disability Provisions until NESAs approval is sought and the specific Disability Provisions are confirmed in writing. NESAs reviews each case individually utilising specialised staff to whom the school does not have access. Therefore, it is not possible for the school to evaluate the appropriate Disability Provisions that a student may be granted.

- b. If a student experiences a one-off incident which affects his/her examination performance and requires Disability Provisions eg. a physical injury, the Principal may elect to grant such Disability Provisions for an individual task without seeking NESAs approval. These provisions will be issued using NESAs general guidelines.
- c. Hurlstone will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available. The school will outline the manner and times these provisions may be used.
- d. If a student is granted the use of a computer, he/she will only have access to Note Pad. The school will provide the appropriate technology in the most suitable location available. The school cannot be responsible for checking a student's hard drive on laptops and hence all electronic responses will be managed using school computers that have WiFi access **disabled**. This also ensures the printing of student work is as efficient as possible. This decision is in line with NESAs requirements for schools. Laptops can only be used when there is no alternative technology available.

### 7.2 Applying for special examination provisions

- a. Special examination provisions (Disability Provisions) application form and information guides are available from October each year for students in Year 11 who intend to sit for the Higher School Certificate examinations in the following year. A student may access Disability Provisions from the beginning of the assessment program by ensuring that application is made at this time.
- b. Students who wish to apply for special examination provisions should make an appointment with the Head Teacher Teaching and Learning who will organise the completion of forms.
- c. The student will need to supply evidence of the student's special examination need. A guide to the various types of evidence required is provided in the application form and Information Guide.

### 7.3 Student responsibilities

- a. Students who have been awarded special examination provisions are to check with their class teacher the arrangements for these provisions for the upcoming task. This should be done when the notification for the task has been distributed.

## 8. Malpractice in assessment tasks

### 8.1 Defining Malpractice

- a. Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
  - using material directly from books, journals, CDs or the Internet without reference to the source.
  - building on the ideas of another person without reference to the source.
  - buying, stealing or borrowing another person's work and presenting it as one's own.
  - submitting work to which another person, such as a parent/caregiver, coach or subject expert has contributed substantially.
  - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
  - paying someone to write or prepare material.
  - breaching school examination rules.
  - using non-approved aids during an assessment task.
  - not making a genuine effort with an assessment task.
  - contriving false explanations to explain work not handed in by the due date.
  - assisting another student to engage in malpractice.
- b. Students MUST make a genuine attempt at all assessment tasks for that course. Further, students must demonstrate diligence and sustained effort in their course. Students and their parents/caregivers (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N determination' in the course.

## 8.2 Managing Issues of Malpractice

- a. Issues of malpractice need to be:
- Investigated by the Head Teacher of the respective course.
  - Reported in writing to the school assessment committee with accompanied documentation.
- b. The committee will:
- Advise the student(s) in writing of the lodgement of the issue.
  - Provide the student(s) with an opportunity to address the issue.
  - Deliberate a course of action and communicate this to the student, the student's parents/caregivers and the Head Teacher.
- c. If the malpractice is proven, the assessment committee will consider a zero mark for that task. In some circumstances, the assessment committee may decide to invoke a penalty appropriate to the seriousness of the offence.
- d. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.
- e. All acts of malpractice are required to be recorded on a Malpractice register which is managed by NESAs.

## 8.3 Strategies to ensure the authenticity of student responses to tasks.

- a. Strategies that teachers can use include:
- thoroughly briefing all students in relation to the requirements of each task.
  - allocating class time to the planning of a response to a task.
  - requiring that students maintain a process diary or journal to show how their response or project or work was developed.
  - asking students to submit a task at critical points in its development.
  - having students submit their original drafts in addition to their final work.
  - incorporating student oral presentations on the progress of their work.
  - communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

## 9. Formal Examinations

### 9.1 General Examination Procedures

- a. HSC assessments should involve a formal calendared Half Yearly and a Trial Higher School Certificate examinations period for all courses.
- b. With the exception of project based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination periods.
- c. The starting date for these examination periods will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to these formal examination periods is indicative only and should be organised so as to ensure minimal disruption to teaching and learning.
- e. An activity/excursion free period should exist as far as practicably possible for 14 days prior to the formal examination period.
- f. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- g. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- h. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- i. Mobile phones are to be switched off before entering the examination room and handed to the supervisor. These remain at the front of the examination hall for the duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- j. Students are not to talk to or interfere with other students or their equipment once they enter the examination room.

## 9.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the assessment committee as an issue of malpractice and may be awarded a zero for that task.

## 10. Appeals Surrounding the Assessment Procedure

### 10.1 Appeals Process

- a. When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal. The first appeal **MUST** be to the Head Teacher.
- b. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal to the Assessment Committee.
- c. The assessment committee will determine if;
  - the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESAs;
  - the procedures used to determine the final assessment marks conform with the issued assessment program and;
  - there are no computational or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Committee finds there may be errors in the process, it may ask the Head Teacher to review the process and make adjustments accordingly.
- e. The Assessment Committee will give a written reply to students who submit an appeal.
- f. If not satisfied with the Assessment Committee's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.
- g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESAs.

### 10.2 Grounds for an appeal

- a. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.
- b. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

## 11. Procedures for students in danger of not meeting course requirements.

### 11.1 Satisfactory Completion of the course

- a. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - followed the course developed or endorsed by the NESAs;
  - applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
  - achieved some or all of the course outcomes.

### 11.2 Student Attendance

- a. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with a Deputy Principal.
- b. The Deputy Principals will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course requirements.

### 11.3 Failure to complete or submit assessment tasks

- a. If a student has a valid reason for failing to complete or submit an assessment task, then he/she is to submit an illness/misadventure appeal to the Head Teacher. (See the section on appeals).
- b. If there is no valid reason, or the appeal has not been upheld for not completing or submitting an assessment task, a zero mark may be recorded for that task. The student and his/her parents/caregivers will be advised, in writing, of this.

### 11.4 Non-serious attempts

- a. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- b. Students studying an HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.
- c. Students may communicate their concerns with the Head Teacher if they feel the warning letter was unwarranted.

### 11.5 Communicating course requirement concerns

- a. Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptors. The feedback given for tasks that do not contribute to the final HSC Assessment mark should assist students in his/her preparation for tasks that are part of the HSC Assessment program.

- b. Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark.
- c. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents/caregivers.
- d. The letter will:
  - advise the student of the issue giving adequate time for the problem to be corrected;
  - specifying details of action including a timeframe required by the student;
  - alert the student to the possible consequences of an 'N' determination; and
  - request from the student and his/her parent/caregiver a written acknowledgement of the warning.
- e. If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

### **11.6 Provisional entry into the HSC course**

- a. The Principal may allow a student who has not completed the preliminary course satisfactorily, on the grounds of lack of application, to proceed to the HSC course on a provisional basis. The student must complete outstanding preliminary course requirements to be considered to have met the requirements for the HSC course.
- b. The Assessment Committee will need to confirm at the time of HSC entries that the student has completed preliminary course requirements to ensure the HSC entry is valid.
- c. Students will be communicated with in writing, that they have been granted provisional entry into the HSC course and specify what is required to meet the preliminary course requirements.



# Hurlstone Agricultural High School Stage 6 Assessment Appeal of the Assessment Procedure

**Closing Date for appeals:** 7 days after the receiving assessment results for the examination, assignment or other respective tasks, or after receiving final assessment information.

Name:..... Student Signature:.....

Subject/Course: .....

Head Teacher: .....

Assessment Title: .....

Date of Notification: ..... Due Date:.....

Details of appeal: *(Please refer to HSC Assessments Policy and Procedures)*

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*(Please add additional pages if necessary)*

**Head Teacher Response:**

*Head teachers to provide a recommendation if the appeal is being passed on to the Assessment Committee.*

**Assessment Committee Response:**

This appeal was: **UPHELD / DECLINED**

Notes:

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**Student Acknowledgment Slip** *(student should complete relevant details below)*

Name ..... Roll Class ..... Date Appeal Submitted ...../...../.....

This slip acknowledges the school's receipt of your Appeal of Assessment procedure for (please list tasks or exams below)

.....

Signature of Staff Member To Whom Appeal is Submitted .....

# Hurlstone Agricultural High School Stage 6 Assessment Illness / Misadventure Appeal

## Closing Date for Illness / Misadventure Appeals

**The first day back at school immediately after the assessment task or due date for an assessment item;  
OR the first school day following the end of an examination period.**

*IMPORTANT: Students should attend & complete all examinations or assessment tasks unless it is detrimental to their health. Students who are unwell or experience misadventure related to illness must seek independent medical advice either before or after the examination or assessment task. Both pages of this form MUST be completed.*

Name: ..... Student Signature: .....

Subject/Course: .....  Preliminary Course  HSC course

*(If you are appealing for an examination period, please list all the examinations on which your appeal is based)*

Head Teacher: .....

Assessment Title: .....

Date of Notification: ..... Due Date: .....

Details of Appeal or Effect on Performance: *(Please refer to HSC Assessments Policy and Procedures)*

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The second page (overleaf) **MUST** be completed by the relevant person. Separate Medical certificates are **NOT** acceptable.

*Please add additional pages wherever necessary*

### Head Teacher Response:

*Head teachers to provide a recommendation if the appeal is being passed on to the Assessment Committee.*

*Provide notes in the space above. Return appeal to the student with copies to: Assessment Committee; home (posted); faculty file.*

### Assessment Committee Response:

This appeal was: **UPHELD / DECLINED**

Notes:

.....

### Student Acknowledgment Slip *(student should complete relevant details below)*

Name ..... Roll Class ..... Date Appeal Submitted ...../...../.....

This slip acknowledges the school's receipt of your Illness/Misadventure Appeal for (please list tasks or exams below)

Signature of Staff Member To Whom Appeal is Submitted .....

**Details of Independent Evidence of Illness – To Be Completed By a Medical Practitioner**

PLEASE NOTE: The student & his/her family agree that the school may, if necessary, contact the under-signed Medical Practitioner to obtain further information relating to the appeal.

Diagnosis of Medical Condition: .....

..... Date of onset of illness: .....

Date(s)/time(s) of all consultations/meetings relating to this illness: .....

Please describe how the student’s conditions/symptoms could affect his/her assessment task or examination performance. If the student is **unable to attend** an assessment task or examination, it is essential that full details are provided (use additional sheets if necessary).

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*Please provide any other comments or information which may assist in the assessment of the student’s appeal.*

(If there is insufficient space, please attach extra sheets)

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Name of Medical Practitioner providing this information: .....

Place of Work/Organisation: .....

Address: ..... P/C: .....

Daytime Contact Phone No: ..... Signature: ..... Date: .....

**Independent Evidence of Misadventure: To Be Completed By A Relevant Person**

**(e.g., Police Officer, Counsellor)**

Date of Misadventure Event: ..... Were you a witness to the event? Yes / No

If ‘No’, how did you obtain the evidence you are providing? .....

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Are you known to the student? Yes / No If ‘Yes’, what is your relationship: .....

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Description of the event: .....

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.....

Name: ..... Profession: .....

Place of Work/Organisation: .....

Address: ..... P/C: .....

Daytime Contact Phone No: ..... Signature: ..... Date: .....

(If there is insufficient space, please attach extra sheets)