

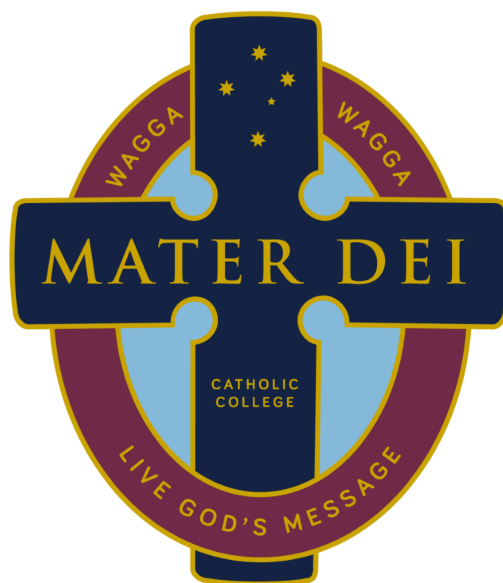
# Mater Dei Catholic College

Stage 5 and 6

## Assessment Booklet

NESA Requirements

MDCC Procedures and related documents



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# What is the Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation, in any uncompleted Year 11 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Students who require a copy of their results before leaving school will be able to access an eRecord of their results in Students Online. <https://studentsonline.nesa.nsw.edu.au/>

Once a student leaves school they can download the RoSA from the Student Online portal. Students have a limited time to do this before their account is closed by NESA.

Students leaving school who do not meet the Record of School Achievement (RoSA) requirements are issued a Transcript of Study detailing completed courses and results. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed, and will indicate mandatory courses that have not been satisfactorily completed with the words Not Completed. The Transcript of Study will state that the student is not eligible for the RoSA.

[ROSA Requirements](#)

[NESA ROSA Credentials](#)

## Stage 5 (Yr 10)

### Mandatory Course Requirements for Year 10 RoSA Eligibility

Students must satisfactorily complete the following courses as stated by the NSW Educational Standards Authority (NESA) in order to be eligible for a RoSA.

**English**

**Mathematics**

**Science**

**Geography**

**History**

**Personal Development Health and Physical Education**

**Creative Arts** Visual Arts and Music. Generally completed in Year 7 and 8

**Languages** Generally completed in Year 7 or 8

**Technology** Generally completed in Year 7 and 8

# School-Based Assessment: Stage 5 RoSA

In stage 5, students follow a program of formal school based assessment in all courses.

All tasks are designed to assess what students **know** and **can do** in relation to **course outcomes** and the **Course Performance Descriptors for Stage 5**. Each task gives the student the opportunity to demonstrate their level of achievement through a range of task types such as research tasks, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from course to course.

Students must make a **genuine and serious attempt** in all tasks and complete and submit them by published due dates.

Students will receive an assessment task notification outlining the requirements of each task and a marking criteria.

## Satisfactory Completion - Year 10

A student is 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 NESA; and  
applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and  
achieved some or all of the course outcomes.

In addition, it is a requirement for the award of the RoSA that students attend school until **the final day of Year 10** as determined by the Department of Education.

Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning an **N Determination** has been given by the Principal) will not appear on the Record of School Achievement (RoSA) and students may not be able to move onto the corresponding Year 11 courses.

**NESA will issue a student a RoSA when students formally inform their school that they are leaving because they:**

1. Have turned 17 and are leaving secondary schooling;
2. Have found full-time paid employment for 25 hours or more a week (provided the student is at least 15 years of age);
3. Are attending training as a fulltime student at TAFE NSW or private training institution;
4. Are undertaking a traineeship or apprenticeship; or
5. Are doing a combination of the above.

## Stage 5 Grading

Each student will receive a grade (A, B, C, D, or E) based on their achievement in the course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

Teachers use Stage 5 **Course Performance Descriptors** to determine Stage 5 grades. The descriptors are used across all schools in the state to ensure consistency. Click [here](#) for the NESAs Course Performance Descriptors

## Year 11 Course Common Grade Scale: RoSA Grades

The syllabuses state what students are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Year 11 Course (except Life Skills and VET courses) a grade that best represents a student's overall achievement in that course. This grade should be comparable across all students undertaking the course in the state. The grade is reported on the student's RoSA.

The Common Grade Scale Year 11 describes performance at each of five grade levels. To view grade levels click [here](#).

## School Based Assessment Year 11 Course

In Year 11, students follow a program of formal school based assessment in all courses.

Assessment in Year 11 will be based on **Mandatory Weightings and Components** as set out in the syllabuses for each course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from course to course.

Students must make a **genuine and serious attempt** in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Year 11 Courses. These grades may appear on the Year 11 RoSA and HSC Record of Achievement.

# HSC

## Eligibility requirements for the HSC

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

1. Have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
2. Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
3. Have completed HSC: All My Own Work (or its equivalent);
4. Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
5. Sit for and make a serious attempt at the requisite Higher School Certificate examinations.
6. Demonstrate a minimum standard of literacy and numeracy.

## HSC Minimum Standards

Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced.

The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard student's need to achieve Level 3 or 4. Students will be allowed to undertake the tests two times each year from Year 10 to up to five years after starting their first HSC course.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Records of School Achievement

Only students who meet the HSC minimum standard will receive a HSC testamur

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

## School Based Assessment: Board Developed Courses

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on Mandatory Weightings and Components as set out in the syllabuses for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must follow the principles set out in HSC: All My Own Work and make a genuine and serious attempt in all tasks. Formal Assessment Tasks MUST be completed and submitted by the published due dates. A ZERO result will be given for ALL LATE Assessment Tasks. Students will have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESAs an overall school-based assessment mark for each student in each Board Developed Course (Except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a rank (a student's position in relation to other students) in a course. This is a mark out of 100 for 2 Unit courses and a mark out of 50 for 1 Unit (and Extension 1) courses. The mark is moderated by NESAs based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Mathematics Standard 1 students will be awarded a result based on their school assessment according to the Achievement Level Descriptions for each subject.

## **School Based Assessment: Board Endorsed Courses**

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESAs

## **School-Based Assessment: VET**

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or your performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further

training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

**Credit Transfer** may be given for units of competency previously achieved with another RTO.

**Work placement is a mandatory HSC component in some courses** and must be completed during the course.

Note

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- an N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification

**HSC examination is only available in some VET courses.**

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the College must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the Trial HSC exam.

Students need to be aware that all NESA requirements for satisfactory completion of courses, applications for illness/misadventure, examination disability provision applications apply to VET courses.

## Life Skills Courses

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular, those with an **intellectual disability** for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses **will usually have completed** Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be **assessed on their achievement** of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.



Evidence of achievement of outcomes can be gathered through ongoing **assessment**. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. **Stage 6 Life Skills courses have no HSC examinations** and results **cannot** be used in the calculation of an ATAR.

# MDCC Assessment Procedures

## Illness/Misadventure Applications

Students may be eligible for Illness/misadventure if, immediately prior to, or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for **illness/misadventure**, then the student must contact the Course Teacher or KLA Leader of the course **immediately** and have ready (where possible), independent evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form can be accessed from CANVAS (a copy is at the end of this document), must be completed and submitted as soon as possible of the illness/misadventure. The KLA Leader of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion;
- clashes with external commitments eg., sporting competitions, or non MDCC Examinations;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur;
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a 'flare-up' of the condition immediately before, or during, the assessment task;
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task);
- computer malfunction or disruption, or corruption of technology, such as a damaged thumb drive or disk; internet issues
- long-term domestic issues;

If an application is successful, **one or more** of the following may occur:

1. A new due date will be provided by which to submit or complete the same task.
2. A new due date will be provided by which to submit or complete an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components.
3. In exceptional circumstances and at the direction of **the Principal only** – students will be exempt from the submission of a task. (In this rare event, the student's result for the missed task will be provided at the end of the course, when all other assessment items have been completed. The result will be based on the student's rank and relative differences to students above and below them at the end of the course and completion of the assessment program. It will also be dependent on whether the student has completed the required in excess of 50% of weightings for already completed tasks. The Principal will have the discretion to make a decision based on all factors and individual case by case facts and circumstances. The Principal's decision will be final in this situation.)

**Please note: The Illness and Misadventure process is based on the NESA process for HSC exams and it DOES NOT compensate students by giving additional marks or reducing task expectations.**

## Appealing: Declined Illness and Misadventure

A student has the right to appeal the decision **NOT to support an Illness/Misadventure** application. To appeal the decision, the student must present a written application to the Leader of Curriculum, providing any new evidence/support material and stating the explicit grounds for the appeal, within 2 school days of being notified of the original decision. (Step 3- Illness and Misadventure Application form)

Students have the right to appeal the decision of the Leader of Curriculum to the Principal, but this can only be done under circumstances where **NEW** evidence can be provided and is within 2 school days of the Leader of Curriculum's decision. The Principal's decision will be final.

## Disability Provisions

For students with an identified or diagnosed long or short term disability, the school provides, in line with procedures and provisions approved by NESAs for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- readers and/or writers;
- time to rest;
- time to take medication;
- increased font/work size;
- separate supervision;
- adjustments to the physical environment (eg, special furniture or lightning).

Students must inform their Course Teacher or KLA Leader if they believe they might be eligible for a Disability Provision. At MDCC the Inclusive Education Leader will coordinate and facilitate the application process for disability provisions. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. that are no older than 12 months in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams). The KLA Leader may approve a disability provision for a school based assessment task. Please be aware that, School Based Disability Provisions granted for school based tasks, may not be approved by NESAs for external HSC examinations.

# Malpractice

All work presented in assessment tasks must be the students own work or be acknowledged appropriately, with reference to the source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students, which is unfair and inequitable.

Malpractice can include, but is not limited to:

copying someone else's work in part or in whole, and presenting it as your own;

- using material directly from 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 your own;
- submitting work that another person, such as a parent, friend, commercial tutor or course expert, has contributed to substantially;
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- cheating in a school based task, such as a test or exam; cheating in Major Works; using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- faking an illness or injury to prevent the completion or submission of work; and/or
- assisting another student to engage in malpractice.

These issues are addressed directly by NESA in [HSC All My Own Work](#)

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

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

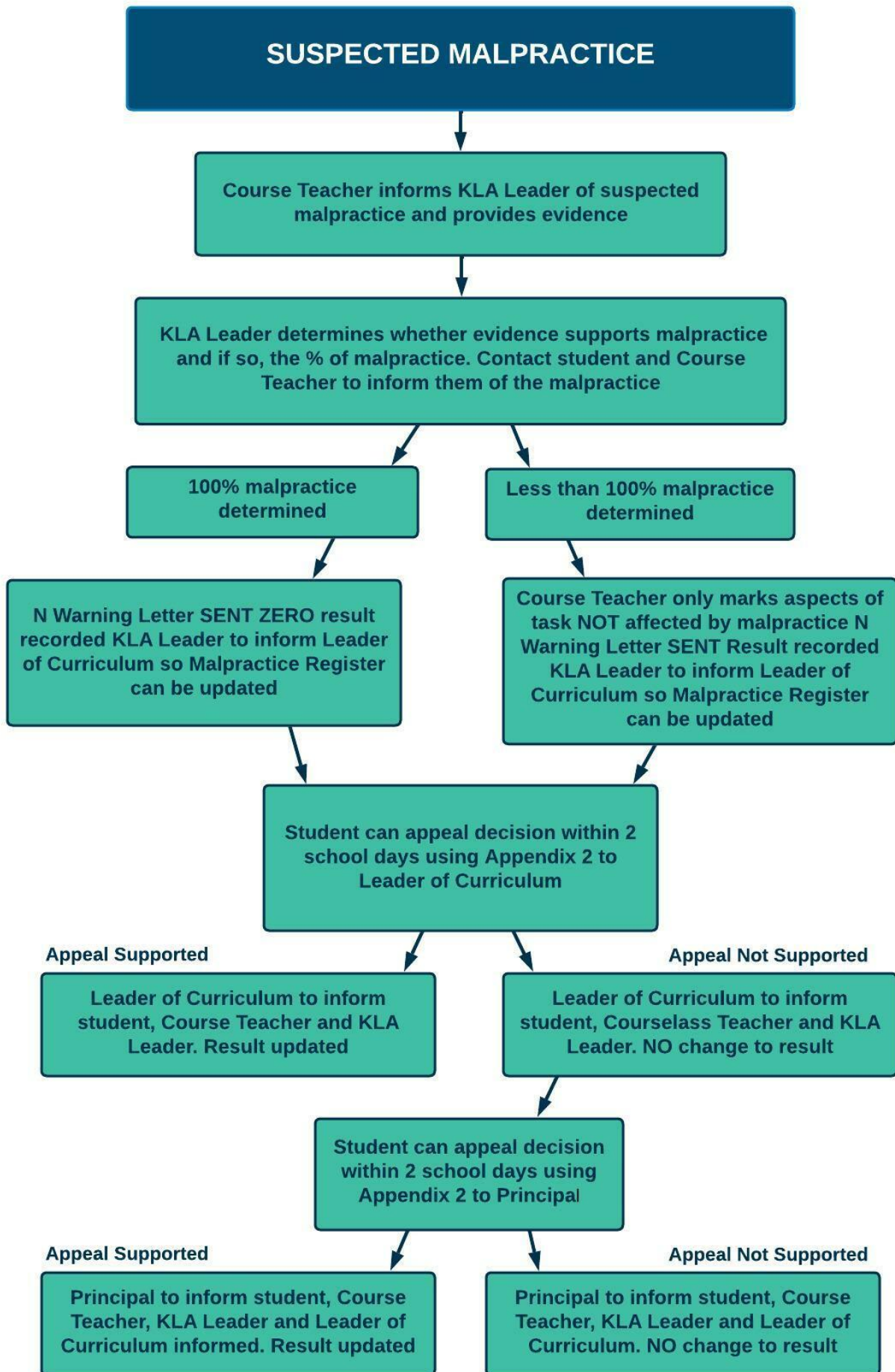
Students' work will be checked for malpractice activities.

# Malpractice Procedure

If malpractice is suspected, the Course Teacher must inform the KLA Leader of the course. The Course Teacher, will provide to the KLA Leader evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The KLA Leader with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven the following procedures will be applied:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or KLA Leader, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. An N Warning letter will be generated by the Course Teacher or KLA Leader to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the situation.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, version history of documents/work, etc) to the Course Teacher and KLA Leader.
4. Notes/records of any discussions/interviews will be taken by the Course Teacher or KLA Leader and kept securely.
5. Confidentiality will be maintained at all times by all parties.
6. KLA Leader to inform Leader of Curriculum of malpractice for updating of NESA Malpractice register.
7. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Leader of Curriculum within 2 school days of verbal/written notification of an incidence of malpractice.



## Consequences of Malpractice

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. In the case of HSC students proven malpractice will be registered with NESA in the Malpractice Register in Schools Online. This will be done by the Leader of Curriculum with information supplied by the KLA Leader. One or more of the following consequences may be applied to proven malpractice: reduced marks for all or part of the assessment task; zero marks for part or all of the assessment task; an N Warning letter sent to the student/parent/carer.

## Student Appeals of Malpractice

After being informed of the consequence of proven Malpractice, students have 2 school days to appeal a decision made by the KLA Leader of the course, to the Leader of Curriculum (Part 2 of the form needs to be completed).

The Leader of Curriculum will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Leader of Curriculum, a final appeal can be made to the Principal. This appeal MUST be made within 2 school days of being informed of the Leader of Curriculum's decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final.

# “N” Determinations

Students must make a genuine attempt to complete course requirements. It is a matter for the teachers’ professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

NESA stipulates that a student has not satisfactorily completed a course if

*they have not applied themselves with diligence and sustained effort to set tasks and experiences provided in the course.*

This requirement to meet all course requirements includes, attempting all homework and assignments as well as attending excursions.

An “N” determination will be given in a course if:

1. A student does not satisfactorily complete a subject in the Year 11 Course.
2. A student does not satisfactorily complete a subject in the HSC Course.
3. A student fails to complete or make a genuine attempt at least 50% of their HSC Assessment in a subject.

An “N” determination in a course means that the course will not appear on the student’s Record of Achievement.

- a) If this course is a Year 11 Course, this means that a student:
  - will not be able to proceed onto the HSC course in that subject.
  - may not have the required units to complete the Year 11 Course.
- b) If this course is a HSC course, this means that a student may not have the necessary units for the award of a Higher School Certificate.

## College Requirements for an “N” Determination

The following sequence of events will be followed when awarding an “N” Determination:

1. The classroom teacher will identify a student, who is at risk of an “N” Determination, as early as possible.
2. Accurate records will be kept of the student’s attendance and completed and uncompleted class work/assessment.
3. A warning letter will be sent home to the parents in time for the student to correct the problem.
4. If the situation does not improve a second “N” warning letter will be sent.
5. If the College deems it necessary to recommend an “N” determination to NESA, a letter will be sent to communicate this, which outlines the subsequent procedure and rights and obligations of all parties.

### **1. Non Completion of Set Work**

This situation will be reported to the KLA Leader, who will interview the student and inform parents. An ‘N’ warning letter may be sent. A copy of the letter is to be kept by the teacher, KLA Leader and placed in the students file. The House Leader and Leader of Students is also notified.

### **2. Non Completion Of A Major Work / Assessment Task / Excursion / Continued non Completion of Set Work**

3. A warning letter for an “N” notification is to be given to the student by the KLA Leader, with the specification that the work is completed and submitted by a specified date. A copy of the “N” warning



letter is to be placed in the student's file. If the work is not completed or submitted, a second "N" warning letter must be sent prior to an "N" determination being recommended by the Principal.

#### **4. Imminent Non Completion Of 50% Of Assessment**

A warning letter for an "N" determination is to be given to the student by the KLA Leader, with the specification that the assessment task is completed and submitted by the required date. A copy of the "N" warning letter is to be kept on the students file. If the work is not completed a second "N" warning letter must be sent prior to an "N" determination being recommended by the Principal. (This situation may arise late in a course when it appears that little or no work has been done on a task, especially in courses with project/major work components.

#### **5. Review of Assessment Tasks**

Students have a right to request a review of procedures or the application of marking schemes that they believe may have had a negative impact on their performance in an assessment task. Any query or concern about an individual task should be raised at the time of the task or when it is returned to a student. In the first instance a student would approach either the class teacher, the relevant KLA Leader or the Leader of Curriculum. See "Task/result Appeal form".

#### **6. 'N' Determinations**

When the Principal advises a student of an "N" determination, the Principal will also explain its consequences and the student's right to a College Review and a further appeal to NESAs.

The procedures for a College review of a 'N' determination will follow those laid down for other school reviews of assessment as follows:

- A student seeking a review of an 'N' determination must apply to the Principal by the date set down by NESAs.
- This review will be carried out by the Principal and relevant KLA Leader.
- The College will advise the Examinations and Certification Branch, by letter, of the outcome of any review of 'N' determination.

A student seeking an appeal of an 'N' determination must apply to NESAs by the date set down by NESAs. Any subsequent appeal to NESAs will focus on whether the College's review properly and correctly considered the matters before it.

# Appeals: School-Based Assessments

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on actual performance, not potential performance. Assessment results cannot, and will not, be modified to take into account possible effects of illness, misadventure or disability.

Students do, however, have the right to appeal an assessment result, if evidence of a breakdown in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Before a student appeals to a KLA Leader, the student should discuss their concerns with the course teacher.

Students have 2 school days after receiving their results to inform the course KLA Leader of their wish to appeal a result. This must be done in writing using the Appeal form (copy at the end of this document). Appeals must be supported, by making clear reference/s to specific aspects of the breach of process or administration of the task, or show how the result does not reflect the marking guidelines provided with the task. If at this point, a result is to be changed, the KLA Leader will inform the course teacher, student, and supervisor, and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within 2 school days of receiving the decision to the Leader of Curriculum (use Appeal form-Step 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student, teacher and KLA Leader will be informed of the result of the appeal. If the student remains dissatisfied, an appeal may be made within 2 school days of receiving the decision of the Leader of Curriculum to the Principal (using the related section in the appeal form). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines. The Principal will review all the evidence and inform the Leader of Curriculum, KLA Leader, student and teacher of the outcome.

The Principal's decision is final.

There can be no appeal process to NESAs against the College's judgement of a student's performance on a particular task. Any disputes over an individual task, must be resolved within the College at the time and within the time frame specified by the College.

## Guidelines for Review Task or Remark Task Procedure

On occasions a review/appeal may be requested regarding an assessment task. Reviews may be based on the following:

- The incorrect application of a marking guideline
- an invalid marking guideline
- matter related to unfairness
- an inconsistent application of marking guidelines

If a request is made the following will occur:

- a. Appeal/Review Committee appointed, usually composed of 3 staff members.
  - Relevant KLA Leader
  - Leader of Curriculum
  - Teacher, other than the author/marker with relevant experience to review/mark/assess
- b. The student expresses their concern to the teacher, KLA Leader or Leader of Curriculum about a task. Ideally this is done in writing, but may occur “informally”, in which case it is referred on by the teacher and the exact issue/s are clarified and the detail of this is documented, with student input and opportunity for clarification.
- c. The basis for the review to occur is considered, and its relevance/validity investigated.

A review relevant to the request occurs, e.g. commonly:

- Consider any matter related to the delivery and/or any circumstances in which a student, or group/subgroup may have been unfairly treated, or whose performance may have been affected by illness/misadventure.
  - Establish if the task is valid, and/or that the components that are queried are reasonable/appropriate to be used as assessment instruments.
  - Establish and check marking guidelines are correct and valid, amend if necessary.
  - Source the student’s/s scripts (ideally unmarked/and without annotations) and make hard copies of these.
  - Have an independent person with the necessary expertise and knowledge re-mark the paper/s, questions/s and record these, (according to the original marking guidelines, or altered ones).
  - Have the marker document any issues/anomalies/difficulties they may have had (in writing). The independent marker will need to provide written feedback either individually (or in general if large cohort) about the application of the marking guidelines.
- d. These written comments/reviews are then considered by the review committee (KLA Leader, Leader of Curriculum and individual marker).  
A decision is made to then proceed to either:
    - a) No change, status quo remains
    - b)
      - i) Remark the response and reconsider the judgements made
      - ii) Recall all tasks and remark that component
      - iii) Alter Marking guidelines and reapply/ re-mark these for all students, accept valid/alternate answers
      - iv) Deem that task or question is invalid
        - either remove Question,
        - replace whole task with substitute

Or other action/s as deemed appropriate.

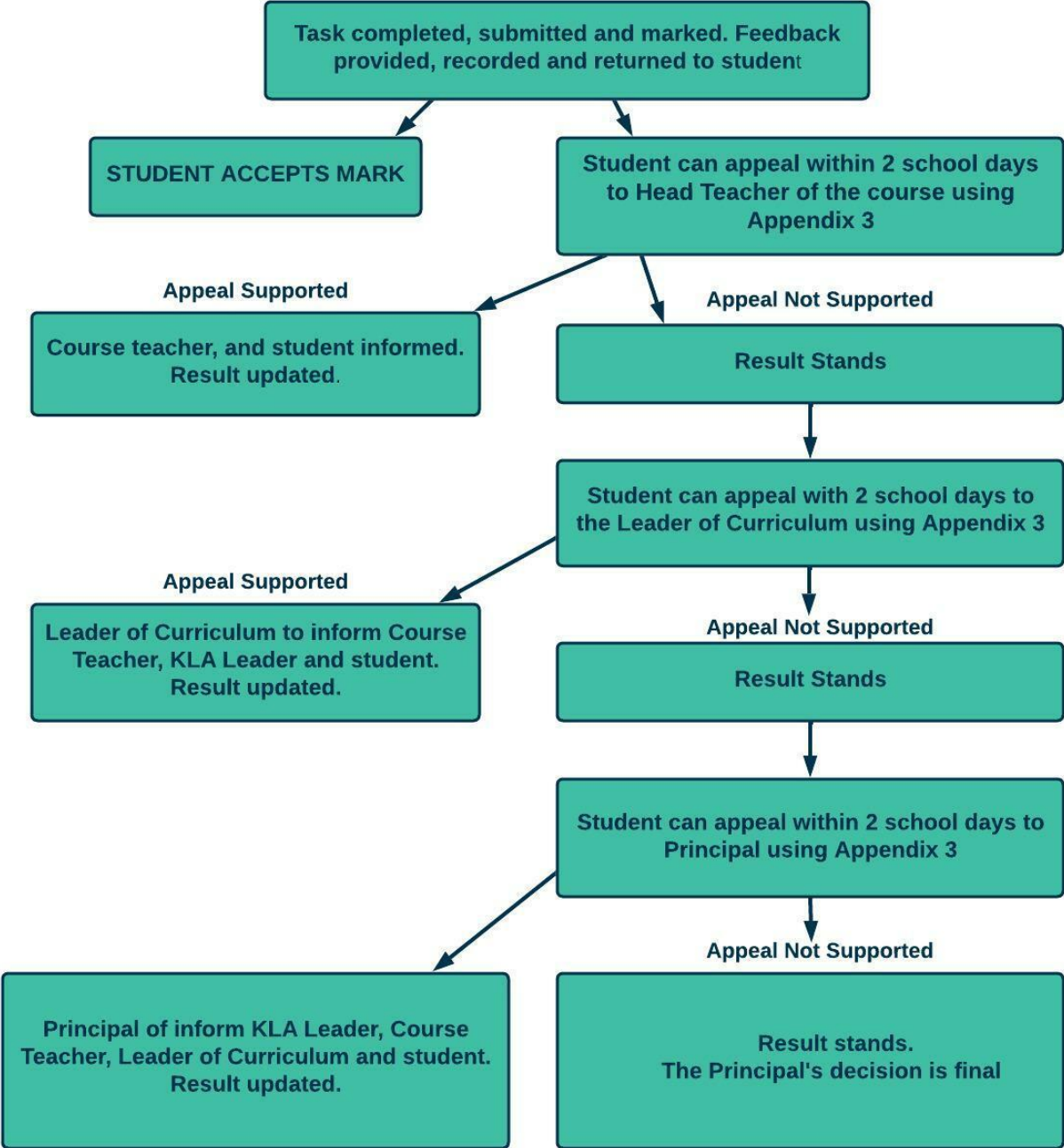
- e. A summation of the process and findings is recorded in writing and shared with all parties.

# Invalid Tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the College, formal assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the KLA Leader of the course. One or more of the following will occur, where appropriate:

- only part of the task will be marked;
- the weighting of the task may be reduced and additional weighting added to a future task; and/or
- a new task and due date will be issued.

# ASSESSMENT TASK RESULT APPEAL PROCESS



## Stage 6 Exams

End of course exams are currently held for both Year 11 and HSC courses. The exam periods are usually scheduled for:

- Year 11 : Weeks 8 and 9 of Term 3.
- Year 12, (Trial HSC): Weeks 3 and 4 of Term 3

The expectations of students during this exam period are outlined overleaf. The entire exam timetable schedule is published and distributed to students, students also receive a personalised timetable via Edval prior to the commencement of the exam period, (usually two weeks prior). Students are expected to check the published timetable in advance and inform the College of any clashes or known inability to attend an exam. The alternate exam session form is used for this purpose, (see form at the end of this document).

## STUDENT REQUIREMENTS FOR EXAMINATIONS

1. Students who know that they are unable to attend any examination must see the KLA Leader **before** the examination period and make alternate arrangements. Included in this procedure is the completion of the Request for Alternative Exam Time form. The onus is on students or a family member to notify the College if they cannot attend any scheduled exam.
2. Students who are sick on the day of an examination must ring the College **before** the commencement of the examination. They are also required to complete a Request for Alternative Exam Time form and attach, to that form, medical evidence of their illness.
3. Students are required to be in attendance at least **15** minutes prior to the commencement of each examination. Note carefully the **starting** and **finishing** times of each examination. Students are responsible for correctly reading their examination timetable.
4. Students will not be permitted to leave an examination early.
5. Students are not required to be at the College during the examination period unless they are scheduled for an examination.
6. Students are required to wear the correct school uniform at all times during the examination period.
7. Students are reminded that there is to be no talking or other communication between students in the examination room.
9. Writing paper, graph paper and manuscript will be provided for students.
10. Students are expected to provide all other requirements such as pens, pencils, eraser, ruler, stapler, etc.
11. Students are not permitted to take any materials into the examination room unless specified for use in the examination.
12. Students will not be permitted to borrow equipment during the examination.
13. Students must provide a calculator that is in good working order for subjects that require the use of a calculator. Equipment failure is not a sufficient reason for borrowing of equipment.
14. Any equipment brought into the examination room will be subject to inspection before the examination commences.
15. Students are not permitted to bring food or drink into the examination room.
16. **No electronic devices, mobile phones, apple watches, MP3 players etc. are permitted in the exam room.**



# Mater Dei Catholic College

## Application for an Assessment Extension

(Must be submitted at least 2 days prior to the due date)

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Homegroup: \_\_\_\_\_

Email: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Due Date \_\_\_\_\_

Teacher/s: \_\_\_\_\_ Date: \_\_\_\_\_

I wish to apply for an extension for the above mentioned task. The reason/s are:  
(Students should present evidence of work done to date, when submitting this form)

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Parent Signature: \_\_\_\_\_

Classroom Teacher Comments (if applicable)

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KLA Leader's Notes

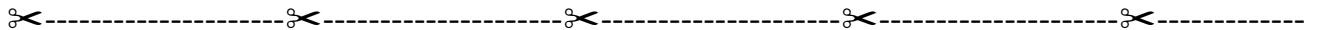
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Extension Granted: Yes / No      New Due Date for Assessment Task: \_\_\_\_\_

KLA Leader: \_\_\_\_\_ Copy to House Leader: \_\_\_\_\_



### Student's Copy

(Please detach)

An Extension has / has not been granted. \_\_\_\_\_ has been given an additional \_\_\_\_\_ days to complete the task.

Task now due on: \_\_\_\_\_

Student Signature: \_\_\_\_\_





KLA Leader's Signature: \_\_\_\_\_

# Mater Dei Catholic College

## Illness/Misadventure Application Form

**Please submit immediately before or after illness/misadventure to your Course Teacher**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date of submission of request form: \_\_\_\_\_

Course Teacher/KLA Leader contacted: YES / NO      Date of this contact: \_\_\_\_\_

**If your application is highly confidential or sensitive in nature you may contact the Principal directly**

Nature of request (please select):     ILLNESS     MISADVENTURE

Please **provide details** and **attach independent evidence** to this form:

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New date for task submission: \_\_\_\_\_

Notes/Information (if required): \_\_\_\_\_

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

KLA Leader/Course Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_





**PART 2 – STAFF ONLY**  
**Illness/Misadventure Application Form**

**STEP 1: KLA Leader**

Student name: \_\_\_\_\_ Task name: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

- Not Supported  Supported (GO TO STEP 2)
- Insufficient cause demonstrated – zero marks awarded
- N Warning letter sent
- Student informed and recorded

Additional comments: \_\_\_\_\_

**STEP 2 – Decision**

- New date to complete/submit the same task New Due Date: \_\_\_\_\_
- New date to complete task New Due Date: \_\_\_\_\_
- Exempt from task (Ldr of Curriculum consulted)
- Student informed of decision  Recorded

Additional comments: \_\_\_\_\_

Signed: \_\_\_\_\_ (KLA Leader) Date: \_\_\_\_\_

**STEP 3 – Right of Appeal to Leader of Curriculum**

A student has the right to appeal the decision made in Step 1. The student must present in writing explicit reasons/any new evidence for appealing the KLA Leader decision and submit this written appeal to the **Leader of Curriculum** (within 2 school days of the KLA Leader decision).

**Leader of Curriculum Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student informed  Teacher informed  KLA Leader informed

Signed: \_\_\_\_\_ (Curriculum Ldr) Date: \_\_\_\_\_

**STEP 4 – Right of Appeal to Principal**

A student has the right to appeal the decision made in Step 3. The student must present in writing explicit reasons/any new evidence for appealing the Deputy Principal decision and submit this written appeal to the Principal (within 2 school days of the DP decision).

**Principal Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student informed  KLA Leader informed  Curriculum Leader informed

Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_

## Stage 6 Application for an Alternate Exam Time

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Exam: \_\_\_\_\_

Original Exam Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

I wish to apply for a change of date for the above mentioned exam. The reason/s are:

Illness (a Doctor's Certificate is required)

Other (please provide details)

Parent Signature: \_\_\_\_\_

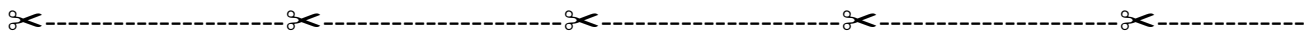
*Students are expected to nominate a new date and time to sit the exam. It is expected that the exam is done as soon as possible after the original date and within the existing scheduled exam period.*

KLA Leader's Notes:

Request Granted: YES / NO

New exam date: \_\_\_\_\_

New exam time: \_\_\_\_\_



### Student's Copy

(Detach)

Exam: \_\_\_\_\_ Original Date: \_\_\_\_\_

New Exam date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Leader's Signature: \_\_\_\_\_





# Malpractice Appeal Form

Submit this appeal form (within 2 school days of KLA Leader's decision).

Step One: Appeal to Leader of Curriculum

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Task Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

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For Office Use Only:

Leader of Curriculum's Decision

No change to KLA Leader decision: Reason/s:

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Change to decision: Reason/s and decision outcome: Malpractice Register updated

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KLA Leader Informed

Student informed

Signed: \_\_\_\_\_ (Leader of Curriculum) Date: \_\_\_\_\_





# Task/Result Appeal Form

Please submit within 2 school days of task being returned to you

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_

**Step One – Course Teacher contacted: YES/NO Date of Contact:** \_\_\_\_\_

**Step Two – Appeal to KLA Leader**

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

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No change to mark. Reasons: \_\_\_\_\_

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Change to mark. Reasons: \_\_\_\_\_

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New Mark: \_\_\_\_\_  Updated result recorded

Student informed  Teacher informed

KLA Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Step Three – Appeal Leader of Curriculum: Attach any new or additional information.**

No change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

New Mark: \_\_\_\_\_  Updated result recorded

Student informed  KLA Leader informed

Leader of Curriculum Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step Four - Appeal Principal: Attach any new or additional information.**

No change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  KLA Leader informed  Ldr of Curriculum informed Principal

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Sample N Warning Letter

<Address>

<Date>

<Address>

<Address>

Dear <Name of Parent/Guardian>

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

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

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

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

### **Criteria for satisfactory completion of a course**

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

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

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

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

### **Opportunity to correct the problem**

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

