

ST CLARE'S HIGH **SCHOOL**



STAGE 6

PRELIMINARY HSC ASSESSMENT

POLICY

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1. INTRODUCTION

The material contained within this document is a reflection of current assessment policy and procedure throughout the State of NSW. Much of the material in it has been sourced from the Accreditation, Certification and Examination Manual published by the Board of Studies. To ensure that all students in all courses are treated justly, the following policy will relate to all assessment tasks in Stage 6.

This document also attempts to make clear the **separate responsibilities of the school and the student**. These responsibilities should be studied carefully and understood because of the significant implications they have for each student's Higher School Certificate course results.

Students may speak with their Subject Teacher, Studies Coordinator or the Curriculum Coordinator at any time about curriculum or assessment matters. The list below provides the names of the Studies Coordinators responsible for the various subjects.

- | | |
|--------------------------------|----------------|
| ➤ Principal | Mr P Nicholls |
| ➤ Curriculum Coordinator | Mrs T Avery |
| ➤ Creative Arts | Mr J Koenig |
| ➤ English | Mrs M Busby |
| ➤ HSIE | Mr B Bielby |
| ➤ Mathematics | Mrs J Rowsell |
| ➤ PDHPE | Miss K Hogan |
| ➤ Religion | Mr P Hough |
| ➤ Science | Ms S O'Doherty |
| ➤ VET | Mrs C Healey |
| ➤ TAS | Mr P Chalmers |
| ➤ Learning Support Coordinator | Mrs B Boere |

2. ASSESSMENT

2.1 Rationale

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievements and progress and set the direction for ongoing teaching and learning.

Catholic schools endeavour to “nurture the whole person towards achieving full potential” within the context of a caring community and are committed to the pursuit of excellence in all fields of school education in accordance with each student's gifts and capabilities”. (Diocesan Vision Statement)

Hence Assessment processes and practices in Catholic schools should:

- Emphasise student achievement and improvement
- Encourage students to strive for excellence
- Support the school's pastoral care policy by developing all students according to their diverse needs
- Set the direction for ongoing teaching and learning

2.1 Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily meet Board of Studies requirements which include:

- Preliminary Course pattern of study comprising at **least 12 units, including 2 units of English and at least 1 unit of Religious Studies**; and
- HSC Course pattern of study comprising at **least 10units, including two units of English and at least 1 unit of Religious Studies**.

Students should also sit for and make a serious attempt at the Higher School Certificate external examinations

2.2 Purpose of Assessment

The Higher School Certificate requires completion of School Assessment within a Standards Referenced Framework. Assessment is in the process of gathering information and making judgements about student achievement.

A student's achievement is measured against specified standards of performance. It is intended to provide an indication of a student's attainment based on:

- measurements obtained throughout the course rather than a single examination;
- assessment of the student's knowledge of the course and skills outcomes, including those which require a specific setting e.g. fieldwork, practical skills, research
- using multiple measures to increase the accuracy of the final assessment of the student's achievement.

More specifically, School Assessment is intended to:

- evaluate the extent to which students have met the stated outcomes of the course;
- provide information to the rank student's achievement for the purpose of the Higher School Certificate;
- provide a basis of reporting to parents /carers;
- provide students with honest and reliable information about their strengths and weaknesses and so provide students with direction for future learning;
- affirm students and provide encouragement and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency;
- provide information that will help students plan educational and vocational choices.

2.3 Assessment in a Standards Referenced Framework

Quality assessment tasks in a standards referenced context involve tasks:

- designed to focus on specific syllabus outcomes;
- clearly reflecting the outcomes being assessed;
- where students know the assessment criteria before undertaking the task;
- which include marking schemes that are inked to standards. These marking schemes use the language or syllabus outcomes and performance bands;
- where students obtain **meaningful feedback** about what they are able to do and how to improve performance; and
- where the level of achievement determines ranking.

2.4 Satisfactory Completion of a Course

The Board of Studies states that:

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board;
- applied himself/herself with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- achieved some or all of the outcomes.

This means that students are expected to make a serious attempt at all assessment tasks, class work or examinations.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks (ACE Manual 8.4.2 and 8.4.6).

Failure to meet these guidelines may result in the Principal certifying that the course has not been satisfactorily studied for the purpose of the HSC. In such cases an 'N determination' may be issued for that course.

2.5 The School Assessment Program

The Stage 6 Assessment Handbooks provide students with an overview of the Assessment Program for each course. The school-based Assessment Program will start for Preliminary courses during Term 1 and conclude by the end of Term 3. HSC Assessment will commence in Term 4 and conclude during Term 3. The Handbook contains general information on the nature, timing and weighting of assessment tasks in each course. The number of assessment tasks will vary according to the unit value of the course. 2 Unit courses have a maximum of six tasks and 1 Unit courses have a maximum of three tasks. It is possible to have up to two in-class tasks and additional hand in tasks in any one day. It is important to manage your time effectively to complete the required tasks.

Students will be given more detailed information on each task with adequate notice (minimum of two school weeks) prior to the due date for each task. Students will be informed, in writing, of:

- the form of the task;
- the components of the tasks and their weightings;
- the due date and time of the task;
- the procedure for collection of the task; and
- marking criteria.

In very exceptional circumstances there may be a need to reset an assessment task or a component, change the nature of a task or the due date of a task. Students will be informed, in writing; of the changes as soon as possible after the decision is made. The determination of the circumstances being exceptional will be the responsibility of the Curriculum Coordinator in consultation with appropriate staff.

2.6 Non-discrimination Tasks

For assessment tasks to be reliable the marks must discriminate among students as much as possible. If tasks fail to discriminate, that is if all students do well or poorly, no information is added to the total picture of student achievement in that course.

In the case where a task does not discriminate between students a further task assessing the same components may be conducted.

3. ASSESSMENT PROCEDURES

3.1 Extension of Time

Extensions will be granted only in exceptional circumstances at the discretion of the **Studies Coordinator/ Curriculum Coordinator**. Requests must be made at least **one week prior** the due date of the task. A letter of explanation from a Parent/Guardian and/or a medical certificate must accompany requests of extensions. Students must complete the *Extension of Time Request Form*, which can be obtained from the **Curriculum Coordinator**. An extension of time will not be considered unless the form is returned prior to the due date of the task.

3.2 Submission of Assessment Tasks (excluding examination) by a Due Date

All assessment tasks should be completed on the set date.

For those tasks requiring work to be submitted by a due date, it is the **responsibility of the student** to ensure the following:

- the task must be submitted as **detailed** on the Assessment Notification Sheet;
- in general, hand-in tasks of a written nature are to be submitted to the subject teacher at the time indicated by the class teacher. In the case of tasks across several classes the task will be submitted at the time directed by the Studies Coordinator as indicated on the Assessment task notification. Failure to submit a task by this time **will result in a mark of zero being applied to the task. Students will then have the opportunity to make an appeal to the Assessment Committee for consideration; and**
- the security of the task, prior to handing it in, **is the responsibility of the student.** Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

3.3 Illness during an Assessment Task

Students who are unwell during an assessment task should immediately notify the supervisor of the task, so that documentation can be provided for any subsequent illness/misadventure appeal. The student should lodge an *Illness/Misadventure Appeal Form* for consideration of their performance in that task.

3.4 Student Procedures for Absences on the Due Date of an Assessment Task

Absence on the day of a hand-in task is not accepted as a valid reason for non-submission. Students should make every effort to submit the task by having a relative or friend submit the task on their behalf. **Should this not be possible and a student is absent on the day or part of the day that a task is to be completed or submitted, the following procedure must be followed:**

1. On the morning of the task, the student or parent/carer must phone the school General Office on 6552 3300 and leave a message for the specific Studies Coordinator or Subject Teacher notifying them of the absence. The student must mention her/his name, the task, the subject and the reason(s) for the absence.
2. See the Curriculum Coordinator on the **first** day of return to school to complete an *Illness/Misadventure Form* which is stapled to the Assessment task. **NOTE: If the Curriculum Coordinator is not available, forms are available from Studies Coordinators.**
3. In the case of a hand-in task students must submit the task to the Studies Coordinator/Subject Teacher on the **first** day of return to school. A Parental Statement must accompany the Illness/Misadventure appeal form from the Parents/Carers stating that no further work was attempted on the assessment task after the due date.
4. In the case of an in-class assessment task, the student must report to the relevant Studies Coordinator/Subject Teacher on the **first** day of return to school and organise a time to complete the task.

Students should be prepared to complete any task missed due to absence on their first day of return to school. NOTE: Failure to follow steps 2-4 will result in a mark of zero being given for the task.

3.5 Non-Completion of Assessment Tasks (subject to Principal's discretion)

Absence from a formal assessment task for recreational reasons is not considered grounds for an extension of time or rescheduling of assessment task or examination. Variations to this policy would only be approved under exceptional circumstances and would only be considered if sought in writing, using a *Change of Assessment Form*, before the examination or task. In these cases, students need to submit a written application to their Year Coordinator in consultation with the Curriculum Coordinator. Approval should not be considered as an automatic result of such applications.

Naturally, the school recognises and understands absence due to illness, family crisis or tragedy and events beyond the control of the student. In these cases students need to provide written explanation and alternative arrangements would be made. School, Diocesan, State or National representation is recognised as a valid reason for being absent from an examination or task.

Where a student fails to complete an assessment task without valid explanation **a mark of zero will be given to the task**. In such a situation, students and parents will be notified in writing (N warning letter) by the subject teacher. This document will need to be sighted, signed and returned to the School. Copies of these notifications will be held by the student, Studies Coordinator, Curriculum Coordinator, Student Coordinator and Principal. The N-Determination warning will contain information concerning the date that the task must be redeemed by, so that its status can be changed from a Non-Attempt to a Late-Attempt.

Students must satisfactorily attempt more than 50% of the assessment marks available in a course. Failure to complete assessment tasks totalling more than 50% of the final assessment mark will result in the Principal certifying that the course has not been satisfactorily studied for the purpose of the Higher School Certificate.

3.6 Illness/Misadventure

Due to the seriousness that the Board of Studies and the school places on assessment, students must provide a Doctor's Certificate or Parental Statement to explain any absence from an assessment task. Where a student fails to complete an assessment task without satisfactory explanation a mark of zero will be recorded for the task.

Students have **one week** from the date of an assessment task to lodge an Illness/Misadventure appeal. The Assessment Committee will not consider appeals lodged after one week from the task unless there are exceptional circumstances.

On the first day of return to school the student must report to the **Curriculum Coordinator** and complete an *Illness/Misadventure Form*.

Students who are deemed to have a valid reason for not attending/submitting an assessment task on the due date, due to illness, misadventure or special circumstances, may be required to:

- submit the task without penalty; or
- be given the same task at a different time; or
- be given a task of a similar nature. If a student is required to complete a substitute task it will be held as soon as practical on his or her return to school.

The final action to be taken will be decided by the Assessment Committee. Students will be informed of the outcome of their appeal.

In circumstances where the completion of a task is not feasible or is unreasonable, or where conditions of the missed task are difficult to duplicate, the Principal under advice from the Curriculum Coordinator and Studies Coordinator may authorise the use of a computer generated estimate based on other appropriate evidence.

3.7 Partial Absence on the Day of an Assessment Task

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but will be given a **mark of zero** for the task unless appropriate documentation is provided to explain the partial absences.

3.8 Absence on the Day prior to an Assessment Task

It will be considered an unfair advantage if students absent themselves from scheduled classes and/or school activities such as carnivals to complete study or prepare for assessment tasks. Students who are absent from school on the day prior to an assessment task will be required to follow the procedure for absence on an assessment day.

1. On the morning of the absence, the student or parent/carer must phone the school General Office on 6552 3300 and leave a message for the specific Studies Coordinator or Subject Teacher notifying them of the absence. The student must mention her/his name, the task, the subject and the reason(s) for the absence.
2. See the Curriculum Coordinator on the **first** day of return to school to complete an *Illness/Misadventure Form* which is stapled to the Assessment task. **NOTE: If the Curriculum Coordinator is not available, forms are available from Studies Coordinators.**
3. In the case of a hand-in task students must submit the task to the Studies Coordinator/Subject Teacher. A Parental Statement must accompany the Illness/Misadventure appeal form from the Parents/Carers stating that no further work was attempted on the assessment task during the absence.
4. In the case of an in-class assessment task, the student must report to the relevant Studies Coordinator/Subject.

TAFE Students who are absent due to TAFE commitments must negotiate alternate arrangements with the Curriculum Coordinator, Studies Coordinator and Subject Teacher **before the due date of the task**. A *Change of Assessment Date Application form* will need to be completed. Failure to follow these procedures will result in the student having a zero recorded for the task.

3.9 Penalties Related to Assessment Tasks

Students who are deemed **NOT** to have a valid reason for late submission/non-attendance/non submission of an assessment task will receive a **mark of zero**.

3.10 Clash of Tasks and Other School Activities (e.g. work placement, excursions, and sporting competitions)

When an assessment task clashes with other official, school activities, it is **the responsibility of the student** to negotiate alternate arrangements with the Curriculum Coordinator, Studies Coordinator and Subject Teacher **before the due date of the task**. A *Change of Assessment Date Application form* will need to be completed. This is particularly relevant to the issue of work placement in the VET courses. Failure to follow these procedures will result in the student having a zero recorded for the task.

3.11 Approved Leave of Absence

In case of leave of absence which has been approved by the Principal it is **the responsibility of the student** to negotiate alternative arrangements with the Curriculum Coordinator before the absence takes place and complete a ***Change of Assessment Date Application form***. Failure to follow these procedures will result in the student having a mark of zero recorded for the task.

Note: Since students have been provided with Assessment Schedules outlining the dates that tasks are due, it is expected that families make every effort to avoid organising activities that clash with the assessment tasks.

3.12 Oral/In-Class Assessment Tasks over a Period of Time

These modes of assessment tasks present a particular set of problems for students. The appropriate procedure (as outlined earlier) must apply to **each and every day** that the orals/ in-class tasks are assessed. The student has the responsibility to continue to apply the appropriate procedure until he / she has completed the assessment task.

3.13 Examination Blocks

All assessment procedures, previously stated, apply also to tasks scheduled in the school calendar Assessment Blocks such as Mid-Course, Final and Trial HSC examinations.

The week prior to Examination blocks will be free of Formal Assessment Tasks. In the case of the Trial HSC the Assessment Free Zone will be two weeks. The examination block is a hand in assessment free period. In class tasks may be used in lieu of an examination.

In the case of absence during an examination block, the student or parent must phone the school on 6552 3300 and leave message for the appropriate Studies Coordinator and Curriculum Coordinator outlining the reason for absence and expected duration of absence the student will be required to see the Curriculum Coordinator to complete an ***illness/misadventure form*** and organise an alternate assessment task/examination at an agreed time and date, within the examination block if possible. **Students should be prepared to complete any task missed due to absence on their first day of return to school.**

Students who do not follow the procedure for a missed assessment task will receive a **zero** mark for that task.

In circumstances where the completion of a substitute task or multiple missed tasks is not feasible or is unreasonable, the Principal may authorise the use of an estimate based on other appropriate evidence on the advice of the Curriculum Coordinator/Studies Coordinator.

Students, who miss an exam during an Examination Block, with a valid reason, may be given an estimate based on cumulative performance in the course assessment.

3.14 Use of Technology

If students use audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and associated equipment is **the responsibility of the student**.

Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason e.g. document lost or printer malfunctions will result in the student receiving the same penalties as outlined in the section, 'Penalties related to assessment tasks'. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. A back up disk of drafts and hard copies of work should be made during the preparation of a task as these may be required to ensure against penalties being incurred. It is advised that regular printouts of draft material be made in case of technology malfunction.

3.15 Malpractice

All assessment tasks must be the original work of the student. **Malpractice** includes any form of plagiarism or cheating. In accordance with the Board of Studies requirements all students will complete the *All My Own Work* program prior to commencing the Preliminary course.

Plagiarism includes copying any form of print, electronic media, or another person's work to present as one's own. It occurs when the original work is directly copied or paraphrased without the acknowledgment or when the task is completed by another person. If it is found that a student has plagiarised then a mark of zero will be recorded for the task.

The marker is not required to locate the source of the copied material to prove non-authenticity. An experienced marker can easily identify non-authenticity from textual evidence. Any other student who is determined to have assisted with the action of copying/plagiarism will have a mark of zero recorded for the task.

Cheating refers to circumstances in which a student attempts to gain unfair advantage in an assessment task. Some common examples include: unauthorised reference to materials other than those specified by the task, concealed notes or writing taken into the assessment task room, use of mobile phones or non-approved calculators, communicating with other students(s) or copying other student's responses in assessment tasks conditions.

If it is found that a student has cheated or attempted to cheat or who is determined to have assisted with the action of copying/cheating in an assessment task to gain unfair advantage, then a mark of zero will be recorded for the task.

All incidences of Malpractice will be logged on the BOSTES Malpractice Register.

A Guide to Referencing is included as an Appendix at the end of this document.

3.16 Non-Serious Attempt

The Board of Studies defines a non-serious attempt as any task, which contains any frivolous or objectionable material. If students are judged to have made a non-serious attempt in their assessment tasks they may render themselves ineligible for the award of a Higher School Certificate. An assessment task considered to be a non-serious attempt can be referred to the Assessment Committee for a ruling.

4. N-DETERMINATIONS

Where a student is at risk of not meeting the requirements of a course, the school will inform the student and the parents/carers in writing. An N-Determination warning letter will be sent, specifying the nature of the concern and the steps the students can take to rectify the situation. Further information regarding N-Determination is contained in Section 2.4.

Copies of N-Determination letters will be kept by the Studies Coordinator, Year Coordinator and Curriculum Coordinator.

5. STUDENT APPEALS

At the time a task is returned, students may consult with teachers and where necessary the Studies Coordinator if clarification is required about performance (marks, grades or comments) awarded for tasks. If a student is still dissatisfied by the outcome, they may appeal to the Appeals Committee. After this consultation, the judgement made by the Principal is final.

Students have the right to appeal against their order of merit in any course. Students who consider that their placement in the order of merit for any course is incorrect based on the feedback of their performance during the course may seek a School Review. In such cases, students should submit a written appeal together with documentary evidence to the Assessment Committee for analysis and recommendation.

The Assessment Committee will conduct this review. The committee will focus on the procedures for determining the final assessment and not on the marks or grades awarded to tasks as part of this process. This review is in line with the Board of Studies requirements.

Subsequent appeals may be made to the Board of Studies through the school. Details of the appeals process may be obtained from the Curriculum Coordinator.

6. RIGHTS AND RESPONSIBILITIES

6.1 Student's Responsibilities

Each student has the responsibility to:

1. Understand the Board of Studies course requirements and procedures for each course of study.
2. Be familiar with, and fulfil the requirements of, the School Assessment Policy as set out in this policy.
3. Attend school, be aware of due dates for assessment tasks and complete tasks on time.
4. Seek information about assessment tasks set in the case of absence.
5. Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
6. Discuss with the Curriculum Coordinator about due dates for assessment tasks if workloads seem unmanageable.
7. Discuss with subject teacher if unclear about any aspect of a task.
8. Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
9. Be on time for all assessment tasks.
10. Present work in a form specified, follow directions of a task and ensure that all the work is of an acceptable standard.
11. Keep a personal record of the results of assessment tasks.
12. Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework.
13. Seek help/advice from teachers at times of difficulty, while being sensitive to the demands of a teacher's role.

6.2 Student's Expectations

Each student should expect to:

1. Be fully informed of the purpose of assessment.
2. Accurate and detailed information about Board of Studies and School Policies regarding assessment for each course.
3. An overview of the assessment program for each course, detailing: the number of tasks, the form of tasks, the weight of the tasks and the components of the course being assessed by the task.
4. A detailed outline of the requirements of each assessment task usually two school weeks prior to the due date, detailing: form, task outcomes, component weightings, style, length, due date, submission details.
5. Consultation with teachers or subject co-ordinators if clarification is needed about marks, comments or grades awarded for tasks at the time that the task is returned.
6. Be aware of the process followed by teachers when an estimate is to be used to determine a mark for a task.
7. Meaningful feedback from teachers about performance in assessment tasks and class work.
8. Be listened to and be provided with well-informed advice when difficulties are experienced in achieving learning or assessment goals.
9. Privacy of results. Individual order of Merit should be given only to the student concerned. When order of Merit or scatter sheets are made public, only marks or ranks will be given, no student names. Assessment tasks will be returned to the student concerned and not to others to pass on to them.
10. Know the consequences of non-completion of tasks in excess of 50% of the total assessment mark.

6.3 School's Responsibility

The school must develop an assessment program for each course. This means that the school is required to:

1. Set tasks which will monitor student's performance in each part of the course;
2. Specify the relative value of each of these tasks;
3. Inform students in writing of the components of each course and the timing, mark value and nature of each task;
4. Inform students of the administrative details associated with each task;
5. Maintain records of student performance and provide information to students regarding progress;
6. Provide quality feedback about student performance. This can be in the form of verbal or written feedback, and includes feedback from formal and informal tasks, including Mid-Course and Final reports, N-Determination Warnings and parent/student/teacher interviews.

7. REPORTING

Students will receive meaningful feedback on their performance in each assessment task. A Cumulative Estimate Assessment Ranking will be provided for each student in each course on the Mid Year and Final Report, based on the total of all weighted marks awarded in assessment tasks up to that time.

8. PRINCIPAL'S DISCRETION

All of the above procedure and policies may be altered in some way at the discretion of the Principal.

9. STUDENTS WITH SPECIAL NEEDS

Students with special needs or learning difficulties are entitled to apply to the Board of Studies for Special exam provisions. Information and applications are available from the Learning Support Coordinator. If the Board of Studies grants special provisions the student is entitled to these provisions on all assessment tasks at St Clare's High School.

10. VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

10.1 Courses

The following courses delivered at the school are vocational training courses:

- Construction
- Hospitality
- Information Technology
- Sport (Coaching)

These courses are based on nationally endorsed Training Packages. Students undertaking these courses may qualify for nationally recognised vocational qualifications.

These courses also count as HSC units of study to meet HSC requirements.

In some 240-hour courses students can choose to sit the HSC examination. The results for Construction and Hospitality can also be included in calculation of the Australian Tertiary Admission Rank (ATAR). However, VET courses are categorised at Category B courses by the Board of Studies, which restricts the use of only 2 units of VET courses in the ATAR calculation.

VET courses have a mandatory 70 hours of work placement, which will be split up into two blocks of 35 hours each, one during the Preliminary year and one during the HSC year.

10.2 Competency-based Training and Assessment

Assessment in these courses is based on judgements of competency.

Each course is made up of a number of units of competency. These are broad statements of understandings and skills required to undertake a range of occupations within the industry.

Each unit of competency is made up of elements of competency, which are more specific statements of understanding and skill.

For each element, there is a list of performance criteria that indicate whether or not the student has developed the required understanding or skill.

The Competency Assessment Process

Throughout the course teachers will provide multiple opportunities for students to demonstrate understanding and skill against the elements and units of competency.

Teachers may use the following processes for assessment:

- Observation of skills – in class activity or in the workplace
- Questioning of understanding – verbal and/or written
- Reports from others
- Tests and exams
- Tasks

During these assessment events, teachers make judgements about student performance against performance criteria.

When competence is demonstrated against all elements of competence within a unit of competence, the teacher will record the student's completion of that unit of competence.

Due to the competency based assessment nature of these courses a minimum attendance of 85% is recommended.

10.3 Programming Competency Assessments

Competency assessment is a continuous process and is not limited to formal assessment events.

At any time during the course students may negotiate with their teacher to undertake assessment against elements or units of competency. Thus, if students are unable to demonstrate competence in some assessment events, they may seek re-assessment later in the course when skills and understandings are further developed.

Students who are present for the task but who are assessed as not yet competent will be advised in writing of the details of another opportunity for them to demonstrate competency. In some circumstances this will involve a resubmit date.

Students who are absent for a task will be required to follow the School Assessment Policy in regard to Late Submission of Assessment Tasks and provide documentary evidence such as a medical certificate or statutory declaration to the Curriculum Coordinator.

No notice will be given for informal tasks where a student may have the opportunity to demonstrate competency

10.4 VET for University Entry

Students may choose to sit for the HSC examination in order to gain a mark for inclusion in the ATAR. If the student chooses to sit for the HSC examination the school must provide a mark based on assessment events held at school to the Board of Studies. This mark is based upon performance in the Year 12 Mid Year examination and the Trial HSC examination. The mark obtained in the HSC examination will represent 100% of the students mark for that VET course.

Students who wish to withdraw from the optional HSC examination need to advise the VET Coordinator. Withdrawing from the HSC examination has no impact on the eligibility of a student being awarded the nationally recognised vocational qualification.

10.5 Attendance at VET Assessment Events

Failure to attend any scheduled competency assessment event will reduce student opportunity to demonstrate competence against a range of units of competency.

If a student nominates to sit the optional HSC examination but fails to attend an assessment event designed to gather an assessment mark, without a valid reason, an N-Determination Warning letter will be issued and a mark of zero will be entered for that task.

10.6 Appeals against Assessment Decisions

Students who feel they have not been fairly assessed against a competency or think the task was not a fair assessment have the right to appeal.

Students should initially express their concerns to the teacher. If the concern remains unresolved, students should approach the VET Coordinator at school to discuss the situation. Following this the Principal should be contacted to pursue the matter further.

11. TAFE, OTEN, ONLINE AND DISTANCE COURSES

Assessment tasks will be subject to the Assessment Policy of the respective course provider.

Students who are absent due to External Course commitments must negotiate alternate arrangements with the Curriculum Coordinator, Studies Coordinator and Subject Teacher to catch up on course materials. In the case of an internal assessment task, students are responsible to contact the Studies Coordinator **before the due date of the task**. A *Change of Assessment Date Application form* will need to be completed. Failure to follow these procedures will result in the student having a zero recorded for the task.

12. PUTTING ASSESSMENT INTO PERSPECTIVE

Education is about more than assessment. Examinations and the Assessment Program are simply measures of student achievement at various stages of development.

Syllabuses in all courses are designed to foster development across a variety of learning outcomes. All tasks whether a part of Assessment Program or not contribute to the educational development of the student. Those students who complete all work in each course to the best of their ability will receive the maximum benefit from their senior schooling.