



Holy Trinity Inverell
Live life to the full

Stage 5

ASSESSMENT HANDBOOK



Holy Trinity School

Stage 5

Assessment Policy

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NOTE TO FAMILIES

LIVING WELL, LEARNING WELL

In choosing Holy Trinity, parents enter a partnership with the school in which there is shared privilege and responsibility for the child's faith formation, learning and wellbeing. There is a shared goal that all children and young people in our school are safe, valued, respected and cared for, and esteemed and supported as learners. The mission statement of the Armidale Catholic Schools Office (ACSO) states that *as a Catholic professional learning community, we are committed to improving the faith, learning and wellbeing outcomes for our young people and our communities. We work together to ensure literate and numerate students for a hope-filled future.* At Holy Trinity, our mission is to ensure our students reach their full potential and 'live life to the full'.

As students enter Stage 5 (Years 9 and 10) they must develop an understanding of the assessment process and the requirements that will underpin further study in Years 11 and 12 and beyond. At Holy Trinity teachers will endeavour to regularly explain and remind students of these processes to build confidence and competence so they can mature as students. We also realise that during these years, students' lives broaden, and many students have out-of-school commitments to employment, sport or cultural pursuits.

While we recognise the value of these outside commitments and understand the time needed for some of these activities, we are charged with the responsibility to teach and assess the students according to the mandated curriculum. That is, we teach what has to be taught, and we are required to assess those things in certain ways and at certain times.

This, firstly, is a question of balance. A balance between the academics of school, after-school sporting or cultural activities, family life, social life and, in many cases, a part-time job. It is a matter of finding that balance and not allowing the important ones to be overshadowed by others. Priorities have to be set, and plans have to be made to address those priorities.

In this issue, our priority as a school will always be the academic focus. The assessment tasks set by teachers are a part of the school curriculum. Students are well informed of the requirements for these tasks and provided with sufficient and appropriate periods of time to have them completed.

Secondly, it is not fair or just for students who do not have outside commitments or those students who manage their commitments and complete the assessment task when other students are granted an extension with the reason cited as after-school commitments.

We will always acknowledge and recognise illness and family situations as legitimate reasons for seeking an extension.

Lastly, schools are charged with the responsibility of preparing students for "the big, wide world". Finding a balance in life, prioritising and planning ahead, commitment to the job and dealing with stress are all things that we attempt to teach the students.

Please encourage your child to prioritise their assignments and other assessment tasks and to plan so that these pieces of work are submitted on time. After-school activities will not be seen as a plausible reason for seeking an extension.

1. THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

A CUMULATIVE RECORD OF ALL ACADEMIC ACHIEVEMENT

The **Record of School Achievement (RoSA)** is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results
- any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning. Students who have not met the HSC minimum standard to receive their HSC can receive a RoSA.

2. CURRICULUM REQUIREMENTS FOR THE RoSA

STAGE 5 REQUIREMENTS

The Record of School Achievement (RoSA) is issued by NESA and is awarded to Year 10 students who:

- a)
- (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the completion of Stage 5 applies; or
 - (iii) have attended a school outside New South Wales recognised by NESA and
- b) have participated, to NESA's satisfaction, in courses of study which have been determined under the Act as appropriate to be undertaken by candidates of Stage 5; and
- c) have been accepted by NESA as having satisfactorily completed those courses of study (**the Principal may determine that, due to absence, course completion criteria may not be met**); and
- d) have, to NESA's satisfaction, undertaken the requisite examinations or other forms of assessment; and
- e) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA; and
- f) have attended school until the final day of Year 10.

ATTENDANCE

The NSW Education Standards Authority requires satisfactory attendance at school for the award of the Record of School Achievement (RoSA). Poor attendance at school, including habitual late arrivals or an absence from school for an extended period of time, is of great concern. The school, acting on guidelines from the NSW Education Standards Authority, considers that students will find it difficult to achieve outcomes of a course if their attendance is poor. Holy Trinity School follows up student attendance as per ACS (Armidale Catholic Schools) guidelines and makes every effort to work with students and their families to support attendance.

RoSA REPORTING

A RoSA will only be printed by the NSW Education Standards Authority when a student exits formal education after the completion of Year 10 and prior to the completion of the HSC. The RoSA will record the student's results in each subject completed and list those subjects the student has been enrolled in but may not have completed yet.

How are RoSA Grades for courses of study in Years 9 and 10 (Stage5) determined?

Grades will be awarded at the end of Stage 5 for all courses studied in Years 9 and 10 (Stage 5). Teachers will determine the school-based grades for each student in each 100-hour or 200-hour course completed in Stage 5. They will use the Course Performance Descriptors that the NSW Education Standards Authority have developed for each course to allocate one of five grades: A, B, C, D or E. The text on the reverse side of the Record of School Achievement will describe in general terms the level of student performance at each of the grades.

Students' awards in all subjects will be based on a school's assessment of a student's performance against the subject-specific Course Performance Descriptors or the General Course Performance Descriptors.

Where a student receives a grade for a subject, it indicates the student has met the following requirements:

- attendance for the required number of hours.
- participation in the required learning experiences and assessment tasks.
- meeting requirements in terms of effort, achievement and application.
- If one or more of these requirements are **not** met, the student is given an '**N**' (non-satisfactory) for that subject.

MANDATORY CURRICULUM REQUIREMENTS FOR THE ROSA

Students must complete the following mandatory NSW Education Standards Authority courses between Years 7-10:

- Technology (Mandatory) - 200 hours
- Music - 100 hours
- PDHPE - 300 hours
- Languages - 100 hours (in one year)
- Visual Arts - 100 hours

For these courses, one of two grades will be awarded and reported as part of the Record of School Achievement. These grades are **S** (Satisfactory Completion) or **N** (Unsatisfactory or Non-Completion)

STAGE 5 CORE SUBJECTS

All students at Holy Trinity are required to study English, Mathematics, Science, HSIE (Australian History & Australian Geography) and Personal Development, Health and Physical Education (PDHPE) in Years 9 and 10. Students will also participate in Religious Education classes.

STAGE 5 ELECTIVE COURSES

Students in Stage 5 will be able to study two electives each year in Stage 5. Students may change electives each year.

HSC MINIMUM STANDARDS

All students in NSW are expected to reach a minimum standard in reading, writing and numeracy by the time they complete their HSC. Students at Holy Trinity School will develop these skills throughout Stages 4 & 5 to meet these requirements by Stage 6. Students will be given the opportunity to sit these tests in Year 10. Further details can be found at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>.

3. ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

In Stage 5, those purposes include:

- providing opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enabling students to demonstrate what they know and can do
- clarifying student understanding of concepts and promoting deeper understanding
- providing evidence that current understanding is a suitable basis for future learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Peer and self-assessment and feedback are integral in this form of assessment.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester.

Teachers may plan for and gather evidence about student achievement in a variety of ways at key points during and at the end of a unit, a term or a semester. This evidence

can assist teachers in making professional judgements about a student's progress and achievement of syllabus outcomes and provides feedback about how students can improve their learning.

Assessing student achievement is a process of collecting information on student performance in relation to the objectives and outcomes of the course. Assessment may be formal or informal and consist of any of the following:

Evidence may include:

- teacher observation,
- questioning,
- peer evaluation and self-evaluation,
- formal assessment activities.

Recording evidence for assessment may take a variety of forms, including;

- | | |
|---|------------------------|
| ■ individual comments or notations | ■ homework |
| ■ marks | ■ bookwork |
| ■ grades | ■ classroom work |
| ■ conversations | ■ exams |
| ■ oral presentations | ■ assignments |
| ■ debates | ■ practical group work |
| ■ digital recordings and/or audio or visual representations | |

In consultation with the Assistant Principal and Leader of Curriculum, the teacher will decide upon the allocation of grades. The student would be required to demonstrate the appropriate standard as indicated by the Course Performance Descriptors, see Point 13.

DISABILITY PROVISIONS

Students with learning support needs may be granted Disability Provisions that assist them to perform at the best of their ability in any learning task and overcome any disadvantage they might have.

This may relate to a medical condition, vision impairment, hearing loss, psychological condition or learning difficulty. Disability Provisions may provide extra time, rest breaks or the use of a scribe or reader. The provisions are discussed at collaborative Personalised Plan Meetings.

ASSESSMENT IN A STANDARDS-REFERENCED FRAMEWORK

Quality assessment tasks in a standards-referenced context:

- focus on specific syllabus outcomes;
- clearly reflect the outcomes being assessed;
- ensure students know the assessment criteria before undertaking the task;
- include marking schemes that are linked to standards and use the language or syllabus outcomes and performance bands;
- allow students to obtain meaningful feedback about what they can do, how to improve performance,
- where the level of achievement determines the ranking.

4. RESPONSIBILITIES OF STAGE 5 STUDENTS

Complete all Tasks

You are expected to complete all tasks, making a genuine attempt at each task with no evidence of malpractice (cheating). A failure to complete set tasks will result in official Warning Letters being sent home to your parents and the possibility of you not completing the requirements for your award.

Participate Actively in Each Class

It is in your best interests to be proactive learners in each class you attend. Listen intently to the teacher. Question appropriately and discuss with enthusiasm. Be an active learner always.

Keep Yourself Informed

You are expected to check Google Classroom and speak with your class teacher, after any absence about the learning that you have missed. It is your responsibility to catch up on the missed work. You also need to check the due dates for classwork and assessment tasks.

Complete Learning Tasks on the Due Date

You are responsible for completing tasks on the day they are due/scheduled. Failure to meet these requirements due to 'inappropriate' absence is unfair and unethical.

Absence from Tasks

You are responsible for arranging for tasks to be submitted on the due date. Where illness/misadventure prevents you from completing or attending school on the day of a task, contact should be made with your teacher.

Submission of Tasks

When the submission of learning tasks is electronic (via Google Workspace or email), students must ensure that the upload is completed fully. When students upload or send their tasks electronically, they need to be aware that it is not an acceptable reason for late submission if it doesn't arrive. Students are advised to keep a copy of all tasks where possible.

Any unauthorised changes to a task after the submission due date and time (upload, hand in or exam) are classified as cheating and will receive zero. The student may be required to re-submit the task.

NESA clearly states that a student must work with diligence and sustained effort throughout the course to satisfy the requirements of the course.

It is important to note:

- **Disruptive behaviour** does not demonstrate diligence and sustained effort in the classroom.
- **Repeated failure to complete homework** does not demonstrate diligence and sustained effort.
- **Non-serious attempts at assessments** do not demonstrate diligence and sustained effort.
- **Unexplained and constant absences from class** do not demonstrate diligence and sustained effort.

As a student, you must:

Read this handbook carefully. Ignorance will not be a valid excuse for not following instructions.

Ensure that any questions you have about the marks/comments awarded for Assessment Tasks are raised with the teacher within 24 hours of being handed back or immediately after the lesson. After this time, all marks and comments stand.

Complete each formal or informal assessment task to the best of your ability.

Demonstrate that through effort and achievement, you have met all the requirements of the course.

5. DATES OF ASSESSMENT TASKS

5.1 Students will receive due notice of dates and tasks each year. Students will receive sufficient written notice of an upcoming assessment task, typically 14 calendar days.

5.2 Unforeseen circumstances may result in a change of assessment task date. If this situation arises, students will be given sufficient notice.

6. ABSENCE FROM AN ASSESSMENT TASK

6.1 If a student is absent, with legitimate reason, for any assessment task, alternative arrangements will be made for the task to be completed, or a substitute task will be undertaken at an agreed time.

6.2 If a student is absent without a legitimate reason, a zero mark will be recorded, and the parents will be notified accordingly in writing.

6.3 If a student has prior knowledge that they will be absent for a “hand-in task”, the student must submit the assignment before the due date.

7. ACADEMIC INTEGRITY

MALPRACTICE

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form, including misrepresentation, collusion, plagiarism, and breach of assessment conditions, is unacceptable. Holy Trinity School treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

7.1 Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

7.2 Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

7.3 Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course-specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Using artificial intelligence (AI) to generate part or all of an assessment task and submit the work as their own.
- Using Artificial Intelligence (AI) to access and retrieve answers or information during an assessment task or exam.
- Artificial intelligence (AI) is used to perform automated calculations or data analysis and submit the calculations/analysis as their own.

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 answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

7.4 Tips to Avoid Plagiarism

Here are some techniques to help students know when they are plagiarising and to help them avoid plagiarism in the first place. Students should familiarise themselves with these techniques:

- Learn how to manage time so there is no need to panic and feel plagiarism is the only alternative.
- Learn the SIX steps of the Information Process: Defining, Locating, Selecting, Organising, Presenting and Evaluating — to break down your assignments into manageable segments.
- **Don't allow others to copy your work, as you will be an 'accessory to the crime' and penalised as well.**
- Do not hand in someone else's work as your own — **EVER**.
- Learn about accepted methods of referencing and constructing bibliographies and to legitimately use the work of others to enhance assessment work by explaining how to:
 - Properly construct a bibliography of all the sources used in an assignment
 - Properly use direct and indirect quotations in an assignment — called 'in-text' referencing.
- Be aware of Australian copyright guidelines.
- When taking notes from any source, always copy down the bibliographic information immediately so that the source can easily be acknowledged when writing the assignment later.
- When writing a quotation in any note-taking, make sure it has quotation marks around it so it can later be identified as a quote and **not** your own words.
- Separate your ideas from others as you are taking or making notes. You may use brackets or different coloured pens to separate your comments from the author's words.
- Learn how to legally paraphrase. Look up note-taking methods. Use a thesaurus.
- Learn how to effectively synthesise information into something that is the student's own work.
- Students will undertake *HSC: All My Own Work* at the end of Year 10. The NSW Education Standards Authority program is designed to help Higher School Certificate students follow the principles and practices of good scholarship. This must be completed before commencing their Preliminary studies.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

AN IMPORTANT NOTE ABOUT ARTIFICIAL INTELLIGENCE (AI)

The use of AI falls under the rules governing **academic honesty**, and the use of external reference materials and sources in student work. Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately.

Advice for students

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI. All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that aren't based on real data or events and false citations. This could compromise the quality of your submissions.

8. DISHONESTY IN AN ASSESSMENT TASK

Consequences of Plagiarism

No work or part of any work where there is suspicion of plagiarism, dishonesty or malpractice can be marked. Where there is any doubt, the onus is on the student to prove that the work is theirs. Where part of a work is produced by dishonest means, that section will not be marked, and contact made with families. Where the dishonesty affects a substantial part of a student's work, then a mark of zero will be recorded, and an 'N'

Warning Letter (Appendix 4) will be sent home. **The student will be required to resubmit the task.**

Breach of assessment conditions

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

If dishonesty is proven, then:

8.1 A zero result will be recorded for that assessment task

8.2 The letter in Appendix 4 will be sent to parents.

There are set rules relating to behaviour during an examination and consequences of failing to observe these. See Examination Rules in Appendix 2.

9. DUE DATE FOR AN ASSESSMENT TASK

9.1 All assessment tasks will be due during the lesson or at a predetermined time by the teacher on the due date.

9.2 If the teacher is absent on the day the task is due, the task should be handed to the Assistant Principal or Leader of Curriculum.

10. EXTENSION REQUEST FOR AN ASSESSMENT TASK

10.1 Students must speak with their teacher and apply for an extension using the form in Appendix 3.

11. LATE SUBMISSION OF AN ASSESSMENT TASK

Late Submissions of ASSESSMENT Tasks

When assessment tasks are not completed or submitted in a course of study:

- A warning letter will be sent as soon as the teacher notifies the Assistant Principal that a task has not been submitted. Warning letters will be issued so that there is sufficient time for the student to address the issues in the letters.
- The student will be **allowed to correct the problem and given 5 days to submit the task.**
- A follow-up warning letter will be issued as soon as it becomes apparent that the problem outlined in the initial letter has not been rectified. If the student has failed to hand in the assessment task, without legitimate reason, a zero mark will be recorded but the task must be completed.

Initial warning letters and follow-up letters will be issued for two assessment tasks prior to making an 'N' determination in a course of study. This means that students will get four warning letters to rectify problems in a course of study.

ALL assessment tasks must be submitted. This is necessary to comply with the course completion criteria (see above). All tasks will be marked for formative feedback.

Late Submissions of Tasks

If work is overdue, then the teacher will follow up with correspondence with the student and/or families to ensure the work is completed. Failure to complete set learning tasks may require an interview with the Leader of Curriculum and/or families to ensure the student is meeting the outcomes of the course. This will be documented on Compass.

Note: Warning letters need not be limited to 'formal' assessment tasks and can include home or class work and other assignments.

12. AN "N" DETERMINATION

This is an indication that a student has not satisfactorily completed a course. It may be awarded if a student:

1. fails to submit a task
2. is found to have completed a task dishonestly
3. makes a trivial attempt in a course

Two warning letters will be sent to the parents or guardians notifying them of the nature of the problem and that the student is at risk of receiving an "N" determination. (Appendix 3)

A student who has failed to meet all the mandatory requirements by the end of Stage 5 may not be eligible for a RoSA in that year.

13. GRADING USING PERFORMANCE DESCRIPTORS

This applies to all subjects studied at Holy Trinity School in Stage 5:

1. English
2. Mathematics
3. Science
4. Religious Education
5. Geography
6. History
7. Personal Development, Health & Physical Education
8. Agricultural Technology
9. Commerce
10. Food Technology
11. Industrial Technology
12. Commerce
13. Physical Activity and Sports Studies (PASS)
14. Visual Arts

THE COURSE PERFORMANCE DESCRIPTORS

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course.

The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

Students with disability needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

The Course Performance Descriptors are a point of reference against which teachers must match their professional judgement in determining students' final grades. They describe the main features of a typical student's performance at each level of achievement in that course.

The five grades in the "Performance Descriptors Document" contain descriptions of different levels of student attainment of the syllabus outcomes. These range from Excellent Achievement to Elementary Achievement, Grades A-E. The Descriptors are expressed in positive terms to emphasise what students can, rather than cannot do.

Students will receive a copy of the General Course Performance Descriptors with this handbook (see Appendix 5). Individual subject Course Performance Descriptors will be available from the Assistant Principal upon request.

APPLYING THE COURSE PERFORMANCE DESCRIPTORS

Teachers make the final judgement of the grade deserved on the basis of assessment information received from the students throughout the courses. The choice of a particular grade is made because it relates to the best overall description of the student's achievements.

In applying these Descriptors, teachers interpret them in terms of standards which can be achieved by Stage 5 students within the bounds of the syllabus.

The focus of student assessment in these courses is on actual student performance across a whole course rather than cumulative scores. All tasks, both formative and summative, provide the basis for determining a student's level of performance, all tasks may be considered when assigning grades. Hence, it is important that each student performs well in all aspects of a course.

14. STUDENT APPEALS AGAINST GRADES

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to the Principal.

The Principal will send such appeals, together with the school's comments, and supporting evidence to NESAs.

STUDENT APPEALS AGAINST THE WITHHOLDING OF THE STAGE 5 CREDENTIALS BY NESAs

Students who wish to appeal against a decision of NESAs to withhold any Stage 5 credentials should write to NESAs. Their decision in respect of any appeal is final.

APPENDIX 1

KEY LEARNING AREAS (KLA)

<u>Stage 5 Mandatory Key Learning Areas</u>	<u>Courses at Holy Trinity</u>
English	English
Mathematics	Mathematics
Science	Science
Technology & Applied Studies (TAS)	iSTEM Agricultural Technology Food Technology Industrial Technology Primary Industries (Year 10 only)
Human Society and Its Environment (HSIE)	Religion and Catholic Studies Commerce Geography History
Creative Arts	Music Visual Arts
Personal Development / Health / Physical Education	PDHPE PASS

APPENDIX 2

EXAMINATION RULES

BEFORE AN EXAM

1. Each student is to have his/her own writing materials, stapler, eraser, calculator and any other equipment specific to the exam. Failure to have this equipment may result in the student being unable to answer parts of the exam.
2. Students are not permitted to borrow any equipment from another student at any time during, or upon completion, of an examination.
3. Only essential equipment, as determined by teachers, is to be taken into the exam room.
4. Students who are found to be in possession of notes or other unauthorised material in an examination room will have their papers cancelled, that is, receive a zero mark.
5. Students must ensure they arrive on time for their exams.
6. Mobile phones, iPads, laptops and digital devices such as smart watches and fitness trackers must remain outside the room (unless required for the task).

DURING AN EXAM

1. Students must not communicate either verbally or non-verbally with one another once they have entered the examination room.
2. Students should ensure that their answers and worksheets are not visible to other students.

AT THE CONCLUSION OF AN EXAM

1. It is the student's responsibility to ensure that all parts of a completed exam are handed up and clearly labelled.

**PLEASE NOTE
ANY STUDENT FOUND CHEATING OR
ATTEMPTING TO CHEAT WILL BE
SEVERELY PENALISED**

APPENDIX 3

Extension Request Form

A student may apply for an extension of the due date for an assessment task if circumstances outside their control cause significant disruption to their capacity to study effectively. To apply, complete this form and submit it to the staff member/s that have administered the task. This form can be lodged before, on or no later than three days before the due date of the assessment task. In the instance of unforeseen circumstances, special consideration will be given.

1 - Personal details

Student name:

Class / Subject:

2 - Course details

Unit title:

Teacher:

Task title:

Due date: / /

3 - Reason for application

☐ Caring responsibilities

☐ Disruption to routine

☐ Serious illness

☐ Death or serious illness of immediate family member

☐ Other

Brief description

4 - Student declaration

I declare that the information provided by me on this form is true and correct.

Student signature:

Date: / /

Parent / Carer signature:

Date: / /

5 - School use only

Extension granted? ☐ Yes ☐ No

Staff member signature:

AP signature:

New submission date: / /

Student informed of outcome by email on (date) / /

APPENDIX 4

DRAFT WARNING LETTER UNSATISFACTORY COMPLETION OF A STAGE 5 COURSE

Dear _____

OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course

I am writing to advise you that your son/daughter _____ is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in _____.

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 _____ official warning we have issued notifying you that _____ is at risk of not completing the above course.

A first warning was sent to you on _____.
Previous warnings were sent to you on _____.

Indicate one of the following:

- This course is mandatory for the award of the Record of School Achievement.
- This course is a Stage 5 elective course that is credentialled on the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

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:

- followed the course developed or endorsed by NESA; and
- applied him/herself 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

_____ is not currently meeting one or more of these requirements.

In particular, he/she _____

Opportunity to correct the problem

The following tasks or requirements need to be completed by _____
_____ to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

Action by parent/guardian

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

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

Yours sincerely

Class Teacher

Assistant Principal/Principal

**Acknowledgement of Official Warning**

I have received the letter dated _____ advising me that _____
is in danger of not meeting the course requirements for _____
_____ and am aware that this is the _____ official warning.

I am aware that this _____ a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Carer's signature: _____ Date: _____

Student's signature: _____ Date: _____

APPENDIX 5

NESA STAGE 5 GENERAL PERFORMANCE DESCRIPTORS

The General Performance Descriptors describe performance at each of five grade levels

- A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E. The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.
- N Is an indication that a student has not satisfactorily completed a course.

“N” Determination

The principal has the authority to determine whether candidates for the award of the RoSA have satisfactorily completed the curriculum requirements as mandated by NESA.

A student will be considered to have satisfactorily completed a course in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA, and
- b) applied themselves 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.

Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course. The principal may apply the 'N' determination. In which case the school will enter an 'N' on the Grading Recommendation Schedule but will assign a Grade A-E on the *Unsatisfactory Completion of Course* form in case of a successful student appeal.