

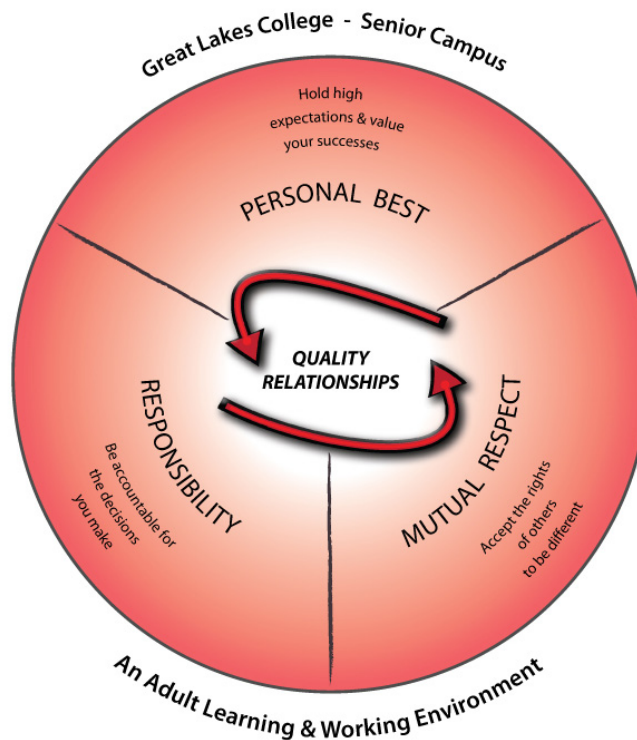


Senior Campus

A collaborative adult learning and working environment that encourages and supports students to achieve their “personal best”, as an integral part of Great Lakes College.

ASSESSMENT POLICY

2022



Last reviewed September 2021.

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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 NESA Accreditation, Certification and Examination Manual. <https://ace.nesa.nsw.edu.au/>

To ensure that all students in all courses are treated fairly, the policy will relate to all assessment tasks in Year 11 and Year 12.

NESA requires schools to submit: -

- a grade based on student achievement for each Year 11 candidate in a course.
- a school-based assessment mark for each Year 12 candidate in a course.

Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. Assessment Tasks allow measurement of student performance in relation to course outcomes, including those not measured in an examination.

This document also attempts to make clear the separate responsibilities of the school and the student.

Students may arrange to speak with their teachers, Head Teachers, the Chair of the Assessment Committee or the Deputy Principal about curriculum or assessment matters.

- | | |
|-------------------------------------|-----------------|
| • Principal | Davina Bowen |
| • Deputy Principal | Brad Germon |
| • English/Drama/Languages | Deb Carrall |
| • Mathematics/Science | Matt Avery |
| • TAS/Visual Art | Nick Wisemantel |
| • HSIE | Kim Morris |
| • PDHPE/Music/Teaching and Learning | Deb Cogle |
| • VET/Careers | Greg Glanville |
| • Student Services | Lee Ralston |

To ensure consistency in the application of this policy across all KLAs and over time, an Assessment Committee is constituted annually comprising:

- The Deputy Principal
- Two Head Teachers (one of the Head Teachers will be the designated chair of the committee)
- One classroom teacher.

Currently, the assessment committee includes Matt Avery (Chair), Brad Germon, Nick Wisemantel and Marion Johnson.

The role of the Assessment Committee is to: -

- develop and review this policy as required
- train staff in this policy and associated procedures
- consider and make recommendations on matters arising from procedures as detailed in Sections 2, 3 and 4 following. When necessary, relevant faculty head teachers will be consulted.

2. ASSESSMENT PROCEDURES

2.1 Student procedures for absence on the day of an assessment task

For absence on the day of an assessment task the student will need to complete and submit an Illness/Misadventure or Clash of Task appeal. It should not be assumed that any appeal would be automatically supported. Students have been provided with Assessment Schedules outlining the dates that tasks are due. It is expected that students and families try to make specialist appointments, holidays, etc. that do not clash with assessment tasks.

For absence due to illness on the day of a task, a medical certificate is required to be supplied to accompany the illness appeal on return to school. Students will have a week from the date of the task to submit an illness appeal. In all cases contact should be made with the school office (65550555) on the day of the task (preferably prior to 8.40 a.m.). A message should be directed to the specific course Head Teacher notifying them of the student's name, course, task and the reason for the absence. See 2.1.1 - Consequences of absence on the day of a task.

For absence due to misadventure on the day of a task, an explanatory letter, signed by the parent/carer, must be supplied with the misadventure appeal stating the reason for absence. Students will have a week from the date of the task to submit a misadventure appeal. In all cases contact should be made with the school office (65550555) on the day of the task (preferably prior to 8.40 a.m.). A message should be directed to the specific course Head Teacher notifying them of the student's name, course, task and the reason for the absence. See 2.1.1 - Consequences of absence on the day of a task.

For absence due to school business, (e.g. sporting, excursion, work placement or work experience) **or where absence is known about prior to the task**, (e.g. orthodontic appointment, driving test, attendance at family event) application and approval must be made prior to the task on a Clash of Task appeal and supported by the relevant teacher or by an explanation for known absence. No appeals will be considered for school business or known absence after the date of the task. See 2.1.1 - Consequences of absence on the day of a task.

2.1.1 Consequences of absence on the day of a task

For a task that is to be handed in: -

- For illness/misadventure, the task must be submitted to the classroom teacher before 9.00 a.m. on the first day back at school. An illness/misadventure appeal must be lodged within one week of the original due date of the task. A parent/carer declaration (on the reverse of the illness/misadventure appeal) must be filled out to verify that no further work was carried out on the task after 9.00 a.m. on the due date.
- For circumstances where school business causes absence, or prior knowledge of absence is known, the task must be submitted prior to the due date for the task.

For a task where the security of the task is a concern (i.e. examination, class test): -

- A student must be prepared to sit the task, or an alternate task, on the first day they return to school.
- Where practical, an alternative task will be set.
- In cases where setting an alternative task is not practical an estimate will be calculated based on other tasks.
- In the event that an estimate is used the student will still be required to sit the task (where practical) so that outcomes data can be extracted for reporting purposes but the estimated mark will be used for assessment purposes.
- Illness/misadventure appeal or Clash of Task appeal must be lodged as detailed above.

2.2 Submission of Assessment Tasks (excluding examination) by a due date

All assessment tasks must be completed and submitted by 9.00 a.m. on the due date in the Assessment Task Collection Box located outside the Print room in upper C Block. However, if the task involves submission of bulky items that are too large to fit in the Assessment Task Collection Box there will be alternative collection arrangements made by the faculty responsible that will be clearly detailed on the assessment notification sheet.

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

- i. The task must be submitted as detailed on the Assessment Notification Sheet.
- ii. The task must have attached to it an **Assessment Submission Form**.

The security of the task, prior to submission, is the responsibility of the student. Students should make and retain a copy of their work (e.g. a photocopy, photograph or electronic back up in an appropriate medium).

The Assessment Task Collection Box is cleared at 9.00 a.m. Tasks submitted after 9.00 a.m. will be marked as late. If an assessment task is not in the Assessment Task Collection Box it is assumed that the task was never submitted.

Failure to submit a task by 9.00 a.m. will result in a mark of zero being recorded for the task.

The student is responsible for ensuring that all sections of the task that they want marked are submitted. Forgetting to include part of the task, or noticing after submission of the task that sections were not printed, attached, etc. will not be considered grounds for appeal. Students must personally check that the task is complete before submission. For this reason, it is highly recommended that students are ready to submit the task the night before to allow adequate time for ensuring that the entire task is complete. Technological issues are not grounds for late submission.

A student on work placement or work experience must submit hand-in tasks on the due date by 9.00 a.m. or before the due date.

2.3 Illness during an Assessment Task

Students who consider that their performance in an assessment task has been affected by illness or misadventure immediately before or during the task must notify the supervisor of the task at that time so that documentation can be provided for any subsequent illness/misadventure appeal. It is essential that the supervisor be notified so that they can make regular observations during the set time period of the task. For consideration of their performance in that task the student must lodge an illness/misadventure appeal form within one week of the task.

2.4 Extension of Time for the submission of an Assessment Task

Extensions will be granted only in exceptional circumstances at the discretion of the Assessment Committee. Requests must be made well before the due date of the task. A letter of explanation and/or a medical certificate must accompany any request for an extension. Students must complete and submit an Extension of Time for Assessment Task form, which can be obtained from outside the Print Room.

Students should not assume that a request for an extension of time will be granted and should continue to work to submit the assessment task by the original due date until they have confirmation of an extension from the Assessment Committee.

2.5 Non-Attempt of Tasks

Where a student fails to complete an assessment task without satisfactory explanation a mark of zero will be recorded for the task. In such a situation, students and parents will be notified in writing by the issuing of an N-Determination warning, usually by email. This document is to be signed and returned to the Senior Campus. The school will maintain electronic copies of these notifications. The N-Determination warning will contain information concerning the date that the task must be resolved by, so that its status can be changed from a Non-attempt to a Late-attempt.

2.6 Illness/Misadventure Appeals

Due to the seriousness that both NESAs and the school place on assessment, students are required to provide a Medical Certificate in the case of illness or an explanatory letter from parents/carers in the case of misadventure if an assessment task is missed. NESAs advise that the medical certificate students provide should be current and specific to the date of the assessment task. Medical certificates that are unreasonably post-dated or pre-dated may not be accepted. If a student has an ongoing medical issue then they may be eligible for disability provisions (see Section 8).

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.

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

- Submit the task without penalty; or
- Be given a task of a similar nature. If a student is required to complete a substitute task, it may be held on the day of his or her return to school.
- Receive an estimate for the task where setting an alternative task is impractical.

The final action to be taken will be decided by the Assessment Committee in consultation with the relevant course Head Teacher. Students will be informed in writing of the result of their Illness/Misadventure appeal. A student may appeal to the Principal if they believe the Assessment Policy has not been followed or if they believe the Assessment Policy does not cover the particular circumstances of this appeal on an Appeal against Assessment Decision form.

2.7 Partial absence on due date of an assessment task

It is expected that students be in attendance for their normal school day as per their timetabled lessons.

- **Late to School:** 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 have a mark of zero recorded for the task unless appropriate documentation is provided to explain the partial absence was not used to gain unfair advantage in the assessment.
- **Fractional Truancy:** Students who truant lessons prior to an assessment task, on the day of an assessment task, will be awarded zero marks for the task.
- **Unfair Advantage:** Students using timetabled lessons to prepare for/work on an assessment task, which is due later in the day, will be awarded zero marks for the task.

NOTE: 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. A record of student attendance prior to and on the day of a task will be recorded, and student attendance patterns will be noted.

2.8 Penalties related to Assessment Tasks

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

2.9 Major Examination Periods

All assessment procedures also apply to tasks scheduled in the school calendar assessment periods such as Year 11 Final Examinations and Trial HSC Examinations. For absence on the day of a major examination period, all the procedures outlined in 2.1 are relevant.

2.10 Use of Technology

If students use computer technology or audio-visual equipment 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 an assessment task on time 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 having a mark of zero recorded for the task. 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. Electronic back up of drafts on hard drives, thumb drives, the cloud 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 and students should be prepared to submit the latest draft copy as their assessment in case of technical failure.

When submitting work students should submit it in printed form unless specifically stated on the assessment notification. **Tasks submitted in electronic format (e.g. by email, attachment, on a flash drive) will not be considered unless that format was specifically required or arranged.**

2.11 Use of Electronic Devices in Assessment Tasks

Students are not permitted to have access to any electronic device during in-class or formal examination assessment tasks except for NESAs-approved calculators, or when the assessment task requires the use of specific technology.

Mobile phones, Smart watches, ear buds, etc. are to be turned off and left in student bags during assessment tasks.

Students having electronic devices on their person during an assessment task will have their paper cancelled and a zero mark for non-attempt recorded. This will apply irrespective of whether the device is turned on or off.

2.12 Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Malpractice includes but is not limited to plagiarism and cheating.

Plagiarism includes copying any form of print, electronic media, or another person's work. It occurs when the original work is directly copied or paraphrased without acknowledgment or when another person completes the task. All assessment tasks must be the original work of the student. Collusion between students is considered plagiarism.

The marker is not required to locate the source of the copied material to prove non-authenticity. An experienced marker can identify non-authenticity from textual evidence.

All students must complete the NESAs "All my own work" program prior to commencing the Stage 6 course.

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 venue, use of electronic devices, use of non-approved calculators, communicating with other students or copying other students' responses.

- Where malpractice is detected a mark of zero will be recorded for the task.
- If it is found that a student has assisted with malpractice then a mark of zero will be recorded for the task.

Note: - all instances of malpractice in Year 12 assessment tasks will be entered on the NESAs malpractice register.

2.13 Non-Serious Attempt

NESA defines a non-serious attempt as any task that contains any frivolous or objectionable material. Such frivolous or objectionable material may be anywhere in the examination paper or student response. 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.

Multiple Choice: If a student only attempts the multiple choice section of an assessment task NESAs has directed that the student attempt be considered a non-serious attempt and that a zero mark be recorded for that task.

Note: - all instances of Non-Serious Attempts in Year 12 assessment tasks will be entered on the NESAs malpractice register.

2.14 Submission of Drafts

The assessment notification will contain information concerning whether submission of drafts is allowed for a particular assessment task. It will also contain information concerning the details of numbers of drafts allowed and when drafts can be submitted.

2.15 Printing of Tasks

It is acceptable for assessment tasks to be submitted in black and white printing if produced electronically. Marking guidelines will not differentiate between work submitted in black and white or colour.

Printing is available for students in the library. It is advisable to print from a PDF document to avoid formatting issues. Students will need to be organised so that printing is completed in time to submit assessment tasks. The final copy of an assessment task should be printed the day before to prevent issues arising from printing documents on the due date.

The print room is NOT to be used by students to print assessment tasks. The print room can assist in professionally binding student major works (e.g. D&T Folio, PIP, Extension 2 English). It is advised that major works be printed in colour.

2.16 Faculty Based Estimates

In the event that the Assessment Committee directs that a student should be given an estimate for an assessment task (see 2.1) then the Faculty will need to determine an estimate for the task based on the student's results in other relevant tasks. The estimate will be updated after each task so that course ranks can be maintained.

All faculties will use Z-scores to determine appropriate estimates except in exceptional circumstances and with consultation with the assessment committee.

2.17 ROSA Grades

At the completion of the Year 11 course, each Faculty will be required to determine a grade to be submitted to NESAs for inclusion on the student ROSA. Faculties will determine the grade to be used either by making use of the average outcome grade facility provided by Sentral, or by applying the same scaling equations used in scaling HSC Trial examination results to determine an A – E grade.

Faculties will determine the ROSA grade as follows: -

- i. Using an average grade for each of the outcomes. (English, Drama, TAS, Languages, PDHPE, CAPA, VET)
- ii. Using a scaled assessment mark mapped to course performance descriptors. (Maths, Science, HSIE).

Professional judgement can also be exercised to best match grades with Common Grade Scale.

2.18 Common Assessment for Year 12 courses that involve more than one timetable line

For Year 12 courses, in order to provide all students with equal opportunity, all non-practical assessments where there could be issues of security or equity in courses involving classes in more than one timetable line will be conducted in an assessment window where all classes of that course will undertake the task at the same time. Students will be given ample warning of such a task.

2.19 Consultation With Assessment Committee

There may be instances when a situation arises that is not covered by the assessment policy. In that event, all parties concerned must seek advice from the assessment committee. A decision reached as a result of that consultation may set a precedent for future reference.

3. N-DETERMINATIONS

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

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the outcomes.

Where a candidate is at risk of not meeting the requirements of a course, the campus 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 that the student can take to resolve the N-Determination warning letter, including new submission dates. Once sent to the current email or postal address of the student in the campus database, then the campus considers that the student and parents/carers have received that notification. It is the student and family responsibility to ensure address details are current.

If an N-Determination warning for an assessment task is not resolved, additional warning letter(s) will be sent.

The school will provide opportunity for the N-Determination warning to be resolved. If the warning was sent for an assessment task that a non-attempt has been recorded for, then the student can resolve the task by sitting the same task or an alternative task as determined by the faculty involved. Once the task has been resolved, the status of the task can be altered from a non-attempt to a late-attempt. It will still score zero marks but can be counted toward student completion of more than 50% of assessment marks in the course.

If a student receives an N-Determination in a subject, that subject does not count toward the minimum of 12 units for the Year 11 course or 10 units for the Year 12 course. That subject will not count towards the HSC or ATAR for the Year 12 course. In most cases, receiving an N-Determination in a course results in the student taking more than two years to get the HSC.

4. STUDENT APPEALS

At the time a task is returned, students may consult with teachers and where necessary the Head Teacher 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 Principal. An Appeal against Assessment Decisions form should be used. The Principal may refer the matter to the assessment committee for advice. After this consultation, the judgement made by the Principal is final.

Students have the right to appeal their final rank in any course. Students who consider that their placement in the final rank for any course is incorrect based on the feedback of their performance during the course may seek a Campus 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, Deputy Principal and relevant faculty Head Teacher and course teacher will conduct this review. The Review 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 NESA requirements. Subsequent appeals may be made to NESA through the campus. Details of the appeals process may be obtained from the Deputy Principal.

5. RIGHTS AND RESPONSIBILITIES

5.1 Student Responsibilities

Each student has the responsibility to:

1. Read the current “Great Lakes College Senior Campus Year 12 and Year 11 Course Assessment Policy” and to follow the policy.
2. Understand NESA course requirements and procedures for each course of study.
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 student 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 Deputy Principal due dates for assessment tasks if workloads seem unmanageable.
7. Discuss concerns with course teacher if unclear about any aspect of a task.
8. Be present to sit all in-school assessment tasks.
9. Be on time and prepared 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. Make a genuine attempt at assessment tasks and examinations.
12. Keep a personal record of the results of assessment tasks.
13. Apply themselves with diligence and sustained effort to all coursework including assessment tasks, class work or homework.
14. Achieve most or all of the course outcomes.
15. Seek timely help and/or advice from teachers at times of difficulty.
16. Have a satisfactory record of attendance at school and classes. Ensure impartiality during marking of assessment tasks by only using NESA student number to identify the task.
17. Ensure that the campus has current parent/carer email and postal addresses.
18. Meet HSC Minimum Standards.
19. Seek disability provisions if appropriate.

5.2 Student Rights

Each student has the right to:

1. Be fully informed of the purpose of assessment.
2. Accurate and detailed information about NESA and Campus 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 in the form of an official Assessment Schedule.
4. Adequate notice (typically two weeks) containing a detailed outline of the requirements of each assessment task, providing: format, task outcomes, component weightings, style, length, due date, submission details.
5. Consult with teachers or Head Teachers 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. Privacy of results. Individual rank should be given only to the student concerned. Assessment tasks will be returned to the student concerned and not to others to pass on to them.
9. Know the consequences of non-completion of tasks.

10. Have the full allocation of time for an assessment task if they are on time for the commencement of the task.
11. Impartiality in marking tasks by ensuring that tasks are only identified by NESA student number.
12. Access to personal assessment marks.

5.3 Responsibility of the Campus and Teachers

It is vital that all students be given equal opportunity to demonstrate their skills and understanding of relevant syllabuses. The campus must develop an assessment program for each course. This means that the campus and teachers are required to:

1. Set tasks that will assess student 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. Provide adequate notice of the task (typically two weeks).
5. Ensure that in courses where there are more than one class, all students are supplied with identical written and equivalent verbal information concerning the nature and requirements of the assessment task. Teachers must confer to ensure that consistent information is given to all students.
6. Inform students of the administrative details associated with each task (e.g. dealing with student absence, misadventure, late submission of work, etc.).
7. Ensure that relevant information concerning the submission of drafts is provided on the assessment notification.
8. Keep records of student performance and provide students with information about their progress.
9. For the Year 11 course, keep work samples from a variety of assessment tasks to show Grade A, C and E performance. This needs to be in hard copy and electronic format.
10. For the Year 11 course, each faculty must provide a grade to NESA for student ROSA (see 2.17).
11. 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, as well as Mid-Course and Final reports, Monitoring letters, N-determination Warnings and three-way parent/student/teacher interviews.
12. Provide student support to resolve N-Determination warnings.
13. Maintain HSC compliance folders containing receipts of notifications, submission of tasks and provision of feedback.
14. Provide students the opportunity to utilise the full time allocated for an assessment task.
15. Ensure students have been granted disability provisions when appropriate.
16. Ensure that in all tasks NESA student numbers only identifies students and that no names, classes or teachers are on the task until marking for the task has been completed.
17. To provide opportunities for students to meet HSC Minimum Standards.
18. When order of merit or scatter sheets are made public, only marks or ranks will be given, no student names.
19. Follow the assessment policy and consult with the assessment committee when clarification is required.
20. Keep a log of student progress on major and submitted works.
21. Provide students with personal access to assessment records.

6. REPORTS

6.1 School Reports

Students will receive a Mid-Course and Final report this academic year. All reports will contain meaningful feedback about student's progress in course outcomes, cumulative assessment rank, and (when relevant), information about marks and ranks in major examination periods. In addition, there will be a written comment from teachers concerning progress, areas of strengths and weakness and advice on how to improve results.

6.2 Monitoring Reports

Over the seven terms of the Year 11 and Year 12 courses, students will receive fourteen monitoring reports, indicating progress in coursework, attendance, engagement, HSC Minimum Standards status and adherence to the school dress code. Every five weeks, teachers are asked to indicate students who are causing concern in any of these areas. Classroom teachers will follow up students who are identified as causing concern.

Students who do not respond to this interview and are identified in the subsequent monitoring period as causing concern in two or more areas will be interviewed by either the Deputy Principal or the Principal concerning their progress. The student may be placed on a monitoring program of support and be expected to attend scheduled tutorials to rectify coursework concerns.

Students who still do not respond to this program of support may be issued with an expulsion warning by the Principal and will continue on a monitoring program. Continued failure to respond to the program of support, including scheduled tutorials, may result in expulsion.

7. THE CAMPUS ASSESSMENT PROGRAM

Students will receive a Task Mapping Guide at the commencement of each academic year. This guide provides students with an overview of the assessment program for each course. The guide contains general information on the nature, timing and weighting of assessment tasks in each course. The Task Mapping Guide and this Assessment Policy contain vital information for students and should be kept for reference during the course.

7.1 Duration of Assessment Program

Assessment of the Year 11 course begins in Term 1, Year 11 and finishes at the end of Term 3 the same year. Assessment of the Year 12 course begins in Term 4, Year 11 and generally finishes at the conclusion of the Trial HSC Examination period, mid-way through Term 3 of the following year.

7.2 Types of Assessment Tasks

There are two broad types of assessment tasks:

1. Tasks in the Course Assessment Program - Results in these tasks will contribute to the assessment rank on the school report. In the Year 12 course these tasks will contribute to the HSC Assessment Mark provided to NESA. In the Year 11 course these tasks will contribute to the ROSA grade provided to NESA. There will be at least two weeks notice for the tasks and the Senior Campus Assessment Policy will apply to them.

2. Assignments, classwork, essays, reports, homework, tests and practical work - These are a normal part of course work. Students are required to complete all of these tasks and will find it in their interest to do so, since they will help students learn and progress more effectively.

7.3 Assessment Schedule

In each course, students will be provided with an assessment schedule, giving approximate dates of each task, as well as the components and weighting of each task.

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

- the format of the task;
- the components of the tasks and their weightings;
- the due date and time of the task;
- the course outcomes being assessed;
- information relating to submission of drafts;
- the procedure for collection of the task;
- marking criteria.

In very exceptional circumstances there may be a need to reset an assessment task or a component, or 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 Assessment Committee in consultation with the appropriate Head Teacher.

All student information concerning assessment tasks will be provided on gold coloured paper.

7.4 50% Completion of Assessment

Failure to complete tasks that contribute more than 50% of the final assessment mark in a Year 11 or Year 12 course will 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 will be issued for that course.

A student who only satisfactorily completes a task worth 20% and a task worth 30% has NOT met the assessment requirements, since they have not attempted MORE than 50% of the assessment marks available.

Note: - this does not imply that a student must get an assessment mark of over 50% to meet the course requirements.

7.5 Non-Discriminating Tasks

For assessment tasks to be valid, the marks must discriminate between students as much as possible. In rare cases a task may fail to discriminate, i.e. all students do well or poorly and 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.

7.6 Examination Procedure and Supervision

During all examination-style and in-class assessment tasks, students are to ensure that electronic devices (phones, connectable watches, etc.) are switched off and placed in bags. All earphones, ear buds, etc. are to be placed in bags. All regular watches must be placed on the desk. All folders, notes, etc. are to be placed in bags. Bags are to be placed at front of room. Supervising staff members need to be vigilant and remind students of their obligations. Failure by students to follow these procedures will result in cancellation of paper.

8. DISABILITY PROVISIONS

Students with special needs or difficulties are entitled to apply to NESAs for disability provisions, providing they have sufficient supporting medical evidence. Information and applications are available from the Deputy Principal. Students who have NESAs approval for disability provisions are entitled to use these provisions on all assessment tasks at Great Lakes College Senior Campus.

It is the responsibility of the student to liaise with the classroom teacher and the Learning and Support Teacher (Jann Smith) or the Head Teacher Student Services (Lee Ralston) to allow enough time for disability provisions to be granted and made available if required.

8.1 Oral Presentations

The disability provision of small group supervision / presentation is also available for students with suitable medical evidence who meet the NESAs criteria for this provision. Students need to make a separate application for disability provisions for oral presentations and follow the above process.

Note: - to be eligible for disability provisions for an oral presentation, students should apply a minimum of one school week prior to the task (to allow suitable alternative arrangements to be made).

A student who otherwise chooses not to deliver an oral presentation on the day of a task will receive zero marks for the task.

9. PRINCIPAL'S DISCRETION

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

10. VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

10.1 Courses

The following courses are Vocational Education and Training courses:

| School Delivered Courses | External Provider Delivered Courses (EVET) |
|--|--|
| <ul style="list-style-type: none"> • Construction* • Hospitality* • Manufacturing and Engineering* • Furnishing • Retail* | Automotive* Business Services* Construction* Electrotechnology* Financial Services* Information, Digital & Multimedia Technology* Hospitality* Human Services* Primary Industries* Retail* Retail Extension* Subject Specific Specialisations* Tourism* Manufacturing and Engineering* Other EVET Courses. |

Those courses marked ‘*’ have a mandatory work placement component

All VET courses are based on nationally endorsed Training Packages. Students undertaking these courses will qualify students for a nationally recognised vocational qualification upon achievement of one or more units of competency.

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

In some 240-hour courses students can choose to sit the HSC examination. The results can be included in calculation of your Australian Tertiary Admission Rank (ATAR). However, VET courses are categorised as Category B courses by NESA. NESA restricts the use of only 2 units of Category B courses in the ATAR calculation.

Most VET courses have a mandatory 70 hours of work placement, which will be split up into two blocks of 35 hours each, one during Year 11 and one during Year 12. Failure to satisfy the work placement requirements will result in an N-Determination in that course. However, the student will still receive the qualification reflective of their competency achievement.

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.

The competency assessment process

Throughout the course teachers will provide students with several opportunities to demonstrate understandings and skills against the elements and units of competency.

Your teacher may use the following processes to assess students:

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

During these assessment events/clusters, your teacher will be making judgements of your performance. The teacher may use an outside assessor to carry out the assessments or may work with another teacher or assessor in making assessments.

When students demonstrate competence within a unit of competence, the teacher will record their completion of that unit of competence in the individual student's record.

10.3 Mandatory Work Placement

Work placement is an assessable component of many VET courses and must be treated as such. Students enrolled in those courses with a mandatory work placement requirement must complete the work placement during the school allocated timeslot.

In preparation for work placement students must complete all paper work at least 3 school days prior to the commencement of the placement and submit it to their teacher and have completed all other pre-placement requirements.

Students on work placement must continue to meet their school assessment requirements.

- Students that have in class assessment tasks during work placement periods must make application prior to the task on a Clash of Task appeal and have it supported by the relevant staff member. No appeals will be considered for school business or known absence after the date of the task. (See 2.1)
- Hand in tasks must be submitted prior to the commencement of work placement or be submitted by 9.00 a.m. on the due date. (See 2.2)

10.4 Programming competency assessments

While competency assessment is a continuous process, at least once each term students may be given a major competency assessment event/cluster that will allow the teacher to make broad judgements about a range of student competencies.

At the start of each year of study students will be advised of the nature and timing of these major competency assessment events/clusters.

Opportunity to have competence assessed is not limited to these assessment events/clusters. Nor is it limited to a teacher-initiated assessment process.

At any time during the course students may negotiate with their teacher to undertake assessment against units of competency. Thus, if unable to demonstrate competence in an assessment event/cluster, a student may seek re-assessment later in the course when skills and understandings have been further developed.

10.5 VET competency – assessment procedure

1. Students will be given a minimum of two weeks notice for a formal assessment event/cluster. It is the responsibility of each student to obtain accurate information about the nature of the event/cluster, even if they have been absent.
2. Students who are present for the event/cluster but who are assessed as not yet competent will be advised in writing of the details of another opportunity for them to demonstrate competency.
3. Students who are absent for an event/cluster will be required to follow the campus assessment policy.
4. No notice will be given for informal events where a student may have the opportunity to demonstrate competency.

10.6 VET Assessment for University Entry

Students choose whether or not they wish to sit the HSC examination in order gain a mark for inclusion in their ATAR.

If a student chooses to sit the HSC examination the school must provide a mark to NESA, which is only used in a case of illness/misadventure to estimate an HSC examination mark. This mark will be based on the student's performance in the Trial HSC examination.

The result obtained in the HSC examination will represent 100% of the mark for that VET course.

The HSC examination is mandatory for students who wish to have this VET Framework course count in their ATAR calculation (only one Category B course (2 units) can be counted in an ATAR). Students who wish to enroll for the optional HSC examination need to advise the Head Teacher VET in writing by the beginning of Term 3 of Year 12. Not completing the HSC examination does not have an impact on the eligibility of a student being awarded the nationally recognised vocational qualification.

Regardless of the students' ATAR intention, all students must sit all school-based examinations. A teacher may use responses in these examinations to make additional judgements on competency achievement.

10.7 Attendance at VET Assessment Events/Clusters

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

If a student fails to attend a major competency assessment event/cluster a warning notice will be issued to the student's parents/carers and if the student is a trainee, to their employer.

10.8 Appeals against Assessment Decisions

If a student feels they have not been fairly assessed against a competency, or thinks that the assessment event/cluster was not a fair assessment, they have a right to appeal.

The student should initially discuss concerns with their class teacher.

If the student is still not satisfied then they should discuss the concerns with the Head Teacher VET.

If the student is still not satisfied then they can discuss the concerns with the Principal. An Appeal against Assessment Decisions form should be used.

If the student is still not satisfied then they can contact the local Senior Pathways Officer, as per the RTO appeals process.

APPENDIX

Forms referred to in Assessment Policy

Illness/Misadventure Appeal

To be used when a student misses an assessment task for either illness, misadventure or when a student feels their performance was adversely impacted by illness/misadventure.

Illness appeals must be accompanied by a medical certificate. Medical certificates need to be current and specific to the day of the assessment.

Misadventure appeals must be accompanied by an explanatory letter from a Parent/Carer.

In cases where a hand in task is submitted late, the Parent/Carer declaration on the back of the Illness/Misadventure appeal must also be filled out verifying that no further work was done on the task after 9.00 a.m. on the due date.

Note: - Students are not expected to attend an assessment task against specific medical advice.

Parent/Carer Declaration

In cases where a hand in task is submitted late, the Parent/Carer declaration on the back of the Illness/Misadventure appeal must also be filled out verifying that no further work was done on the task after 9.00 a.m. on the due date. Submission of late tasks without this section filled out will not be supported by the assessment committee.

Clash of Task appeal

To be lodged prior to an assessment task where there is a clash with either a school based activity or for prior known absence on the day of a task. For family based reasons it must be accompanied by an explanatory letter from a Parent/Carer.

Extension of Time for Assessment Task

In exceptional circumstances an application for Extension of Time for an assessment task may be submitted some time before the due date of a task. A letter of explanation and/or a medical certificate and/or an explanatory letter from a Parent/Carer must accompany a request for extension.

Submission of Assessment Task

To be submitted with hand in assessment tasks.

Appeal against Assessment Decisions

To be submitted to the Principal in cases where you wish to appeal a decision of the assessment committee. A copy of this form can be collected from the Chair of the Assessment Committee.

Copies of most of these forms are available from outside the print room.

They can also be accessed on the Senior Campus webpage and through the Parent Portal in Sentral.