



JOHN EDMONDSON HIGH SCHOOL

HSC Assessment Policy

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Contents

1. Assessment Overview	3
1.1 What is assessment?	3
1.2 How will these assessments be made?	3
1.3 Assessment Requirements for Board Developed Courses and Board Endorsed Courses	3
1.4 Assessment requirements for Vocational Education and Training courses	3
1.5 School Assessment Programs	4
1.6 Marking School Assessment Tasks	4
1.7 Recording HSC Student Assessment Marks	5
1.8 Moderating Student Assessment Marks	5
1.9 Reporting Student Assessment Marks	5
2. The Role of the Assessment Review Panel	6
2.1 Review of Policy	6
2.2 Oversee Appeals	6
2.3 Adjudicate issues involving student malpractice	6
3. Communication assessment guidelines and schedules	7
3.1 NESA published documents for students	7
3.2 School communication to students	7
4. Assessment Process	8
4.1 Assessment Schedules	8
4.2 Assessment Task Notifications	8
4.3 Variations to Assessment Notifications	8
4.4 Submission of Tasks	8
4.5 More than one (1) class following the same course	9
4.6 Providing Meaningful Feedback	9
5. Illness/Misadventure Process	10
5.1 Applying for illness/misadventure (based on NESA criteria from rules and procedures) if an illness or misadventure affects your performance in school assessments or HSC examination.	10
5.2 Student attendance before an assessment task	10
5.3 Student lateness or absence from an in-class assessment task or examination due to illness or misadventure	11
5.4 Student lateness or non-completion/submission of Hand-In assessment tasks	12
5.5 Illness/Misadventure Considerations	12
5.6 Invalid or Unreliable Task	12
5.7 Students who complete the assessment task and suffer illness/misadventure	13
6. Disability Provisions for the HSC Examination	14
6.1 NESA determines disability provisions for the HSC Examination.	14
6.2 Applying for Disability Provisions to NESA for the HSC examinations	14
7. Disability Provisions for all school-based assessment tasks	15
7.1 NESA policies and guidelines	15
7.2 Legislation	15

7.3	Applying for Disability Provisions	15
7.4	Student responsibilities regarding reasonable adjustments for school-based assessment tasks.....	15
8.	Malpractice in Assessment Tasks.....	16
8.1	Defining Malpractice	16
8.2	Types of Malpractice	16
8.3	Managing Issues of Malpractice	17
9.	Procedures for students in danger of not meeting course requirements.....	19
9.1	HSC eligibility requirements	19
9.2	Satisfactory Completion of Courses	19
9.3	In addition, to receive the Higher School Certificate, students must:.....	19
9.4	Minimum Standards Online Tests.....	19
9.5	Preliminary Course satisfactory completion	19
9.6	Non-serious attempts.....	20
9.7	'N' Determinations process.....	20
9.8	Satisfactory completion of Stage 6 Life Skills courses.....	20
10.	Appeals Surrounding the Assessment Procedure.....	21
10.1	The Appeals Process.....	21
10.2	Grounds for an appeal.....	21
10.3	Student appeals against assessment rankings in HSC courses	21
10.4	Student appeals against Stage 6 Grades	22
11.	Formal Examinations.....	23
11.1	General Examination Procedures	23
11.2	Misconduct in formal examinations and other assessment tasks.....	23
12.	Vocational Education and Training (VET)	24
12.1	Mandatory Work Placement	24
13.	Forms.....	25
13.1	Appeal of the Assessment Procedure Application Form	25
13.2	Illness / Misadventure Application Form	27
13.3	'N' Determination Flowchart	29

1. Assessment Overview

1.1 What is assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement in attaining course outcomes. Assessments represent an integral part of the teaching and learning process and as such, all assessments set must be completed.

- A range of formal and informal assessments will be used to determine satisfactory student progress.
- Informal tasks and class work not included in the formal assessment schedule are of significance as they:
 - assist in skill and knowledge development.
 - identify areas for extension or remediation for the teacher and student.
 - provide opportunities for students to consolidate conceptual understanding.
 - provide evidence of sustained and diligent effort.

1.2 How will these assessments be made?

Some or all of the following may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted Practical tasks
- Field work
- Lectures and oral presentations
- Practical performance
- Formal examinations

1.3 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- a. Schools are required to provide the Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC), with the exception of Life Skills and Vocational Education and Training (VET) courses.
- b. The assessment marks submitted to NESA are derived from school-based assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.

1.4 Assessment requirements for Vocational Education and Training courses

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

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

1.5 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course, and each has a weighting determined by the school within guidelines provided by NESA.
- b. A separate schedule is distributed to HSC students detailing the program of assessments for each course.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course.
- d. The assessment program for the HSC courses should commence in Term 4, after completion of Preliminary coursework and for most courses conclude as practicably as possible, at the end of the Trial HSC examination period in Term 3, the following year.

1.6 Marking School Assessment Tasks

- a. School-based assessment tasks are linked to standards. Because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one (1) or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. Curriculum Head Teachers will oversee the development of course assessment marking procedures and processes by teachers and course coordinators to ensure fairness and consistency in assessment marking.
- d. When marking formal assessment tasks for multiple classes or across a cohort, teachers will implement common marking practices. For single marked assessment tasks, consistency is improved by one (1) teacher marking the task, or part of the task, for the entire cohort.
- e. Where there is more than one (1) teacher responsible for the marking process, a shared understanding of the expectations and standards of the assessment task is developed through double marking or pilot marking.
- f. Teachers must provide timely and constructive feedback to students on their assessments. While specific timeframes may vary based on factors such as the complexity of the assessment task and the number of students, teachers are encouraged to aim for reasonable turnaround times. As a guideline, a turnaround time of two (2) weeks for marking and providing individual feedback is recommended.
- g. Teachers must:
 - i. Assess the student's actual performance, not potential performance and

- ii. Must provide students with feedback on their performance in each assessment task, and indicate the student's marks in the task, relative to the outcomes and/or marking criteria, where appropriate.

1.7 Recording HSC Student Assessment Marks

- a. At the end of the course, the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment schedules are correctly used to arrive at a final assessment mark for each student. Teachers and course coordinators will record the marks and ranks in the Markbook.
- b. Each Markbook with student marks and ranks is stored on cloud-based server, such as SharePoint and/or Sentral, and is regularly backed up. The Markbook is used to cross-check and confirm student raw marks, weightings and ranks before submitting final school-based assessment mark and rank to NESA.
- c. Students are entitled to know their rank for each assessment task. They can ask their class teacher for this information.
- d. These assessment marks are then submitted to NESA via Schools Online to provide a rank order of students and to show relative differences between students' performances.
- e. A school assessment mark will form 50% of a student's HSC mark.

1.8 Moderating Student Assessment Marks

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

1.9 Reporting Student Assessment Marks

- a. Students will be provided with their cumulative ranking along with the course outcomes achieved, in their end of semester reports.
- b. Students will be issued with an end of course report providing the students with their Trial Examination mark, Trial Examination rank and their cumulative course rank. As per NESA policy, students will not be provided with their final, cumulative, school-based assessment mark.
- c. Students can access their Assessment Rank Order Notice in Students Online after the last HSC Examination. If a student thinks that the rank order is not correct, they can seek advice from the school about the rank order appeal process.

2. The Role of the Assessment Review Panel

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

2.1 Review of Policy

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

2.2 Oversee Appeals

- a. The appeals process includes appeals based on illness, and misadventures as well as appeals involving the process of the assessment procedure.
- b. All appeals must be submitted using the relevant form.
- c. At least two (2) members of the Assessment Review Panel, with one (1) member being either a head teacher of another faculty or Deputy Principal, will review such appeals.
- d. The Assessment Review Panel will acknowledge appeals submitted by students when the appeal has been submitted. Students will be notified in writing, of the outcome of their appeal. All students will have their appeals finalised after the Trial HSC examination period.

2.3 Adjudicate issues involving student malpractice

- a. Any issue involving alleged student malpractice, once investigated by the course Head Teacher, will be adjudicated by the Assessment Review Panel.
- b. At least two (2) members of the Assessment Review Panel with one (1) member being either a head teacher of another faculty or Deputy Principal, will adjudicate such issues.
- c. The Review Panel will notify students of the issue of student malpractice raised by the course Head Teacher. The student will be given the opportunity to respond to the allegation of malpractice. The Assessment Review Panel will deliberate a course of action to address the issue. The student and their parents/caregivers will be notified in writing of the nature of the alleged malpractice and the outcome of the Review Panel's decision.

3. Communication assessment guidelines and schedules

3.1 NESA published documents for students

Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include:

- Studying for the NSW Higher School Certificate (a NESA support booklet issued to students whilst in Year 10) and the Rules and Procedures for the NSW Higher School Certificate (a NESA support booklet issued to students when commencing their HSC year). Electronic copies of both documents can be found on the NESA website.

3.2 School communication to students

- a. Each student will receive HSC Assessment Schedules for every subject, outlining assessment task types, outcomes, and weightings, along with the John Edmondson High School Assessment Policy. Students will also receive an Assessment Calendar outlining assessment dates. Students are required to sign an acknowledgement of receiving the assessment policy, assessment schedules and the assessment calendar.
- b. The school's assessment policy, assessment schedules and the assessment calendar can be found on our school website under the [Assessment](#) tab.
- c. Students undertaking Stage 6 courses are given detailed information on eligibility requirements and pattern of study for the HSC through comprehensive subject selection booklets, information seminars and year meetings. Students check and confirm their subjects enrolled and their confirmation of pattern of study. Students undertake the HSC: All My Own Work program to develop their understanding about 'Honesty in HSC Assessments'.
- d. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate:
 - Year 11 subject selection session – held whilst students are in Year 10.
 - Information sessions conducted at various intervals during the HSC year.
 - Year assemblies may provide opportunities to explain specific details of the assessment policy to students.

4. Assessment Process

4.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - inform each student of the assessment requirements for each course.
 - indicate the types of tasks that will be used to measure performance in each syllabus component of the course.
 - outline the weightings for each syllabus component.
 - specify values for each of these tasks.
 - provide a calendar with tasks listed showing the term and week that each task is due.

4.2 Assessment Task Notifications

- a. Students will receive an Assessment Task notification at least **two (2) weeks** prior to the submission date. For each assessment task, the notification will include:
 - clear indication of the outcomes being assessed.
 - details of the assessment task.
 - clear instructions to allow the assessment to be understood and completed.
 - specific nature of the task and method of submission.
 - due date and time (task may be submitted prior to due date).
 - weighting of the task.
 - marking guidelines/criteria (where applicable).
- b. Each student will be required to sign an acknowledgement of the receipt of the assessment notification.
- c. The assessment task notifications can be found on our school's website under the [Assessment](#) tab.

4.3 Variations to Assessment Notifications

- a. Under extenuating circumstances variations to a task, including timing and date and other details of the task, may occur when:
 - approval from the Assessment Review Panel has been gained.
 - all students (including absent students) have been notified of the variation in writing with a new notification provided. This notification should be issued at least two (2) weeks in advance of the due date of the assessment task.
 - Students will be required to sign an acknowledgement of having received the amendment.

4.4 Submission of Tasks

- a. Students must complete and submit all set tasks. The non-completion and/or non-submission of a task will result in a written 'N' determination warning letter notification to parents/guardians and a zero mark.
- b. Submission methods of tasks will be specified on the assessment task notification. Hand-in tasks should be submitted to the teacher/faculty before 8:25am on the set date of the assessment task. Some hand-in tasks will be submitted to the teacher in the classroom before Roll Call on the due date. Alternatively, some hand-in tasks may be submitted electronically through the CANVAS Learning Management System used by John Edmondson High School before Roll Call on the due date. All electronic submissions will be via the plagiarism check program 'Turn-it-in'.

- c. Students will attend all timetabled lessons or scheduled school activities (e.g. incursions) on the day of an assessment task. **Where a task is scheduled after period 1 in the school day, students must attend all lessons prior to the task and must be at school on time** (even if they have a study period). Any variations to this need to be negotiated with the Principal or a Deputy Principal.
- d. Where a student is late on the day of a task submission, they MUST submit an illness/misadventure form to the Assessment Review Panel within 24 hours outlining, with evidence, their reasons for lateness.
- e. During in-class assessments and examinations, mobile phones and smart watches are to be switched off and securely stored in the student's bag. A student may receive a range of penalties including a mark of zero if their phone sounds or they use their phone during an examination or in-class assessment.
- f. It is every student's responsibility to ensure that work prepared on a computer is regularly backed up and saved so that work is not lost. It is the student's responsibility to ensure that the relevant computer files for digital task submissions are complete and able to be read or accessed. Students must protect themselves against technological failure. **Allowances cannot be made for incomplete or corrupt files after they have been handed in. Such tasks will be considered a 'late submission' and will incur a penalty of zero for all sections which were unreadable/corrupted. Technological failure may result in a mark of zero.** Consideration may be given in relation to technological failures only in exceptional circumstances. In these cases, students must submit evidence of completed work. This may include:
 - draft work
 - work saved to removable disk in the case of printer failure and
 - emailed submission.

4.5 More than one (1) class following the same course

- a. This refers to groups of students within the same year across different timetabled lines.
- b. Common assessment programs will be followed with common tasks, conditions and marking procedures.
- c. Assessment tasks will be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one (1) group at a significant advantage over the other. This may result in students withdrawn from their timetabled classes for other courses to complete the in-class assessment task.

4.6 Providing Meaningful Feedback

- a. Teachers will provide effective feedback to students on their assessment task submissions to assist their learning.
- b. When providing feedback to students about their performance in a task, teachers may use outcomes, marking guidelines and/or performance bands to help students understand the strengths and areas for improvement.
- c. Teachers are expected to provide timely and constructive feedback to students on their assessments, including guidance on how to improve.
- d. Teachers and Head Teachers will use the electronic Markbook to keep records of each student's performance in each task and must provide students with information concerning their performance in individual tasks.
- e. In the case of VET courses, the assessment of competencies is based on performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

5. Illness/Misadventure Process

5.1 Applying for illness/misadventure (based on NESA criteria from rules and procedures) if an illness or misadventure affects your performance in school assessments or HSC examination.

- a. The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of an assessment task. Illness/Misadventure applications are for cases where an illness or mishap affected your performance so that your result does not properly measure your achievement.
- b. Students will be required to submit an Illness/Misadventure form and supporting evidence of illness or misadventure. These forms can be collected from the school office or the course teacher. These can also be downloaded from our school's website under the [Assessment](#) tab.
- c. All applications of this nature will be assessed by the Assessment Review Panel.
- d. Unacceptable grounds for these applications include, but are not limited to the following:
 - attendance at a sporting or cultural event, or family holiday.
 - alleged inadequacies of teaching or long-term matters relating to loss of preparation time, difficulty preparing, loss of study time or facilities. (There may be cases involving the interruption to the completion of a HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g. major works stolen or destroyed by vandals).
 - disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer. A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted.
 - long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s).
 - conditions for which you should have applied for Disability Provisions.
 - matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

5.2 Student attendance before an assessment task

- a. Students will attend all timetabled lessons or scheduled school activities (e.g. excursions) on the school day prior to an assessment task. Where a task is scheduled after period 1 in the school day, students must attend all lessons prior to the task. Any variations to this need to be negotiated with the Principal or a Deputy Principal.
- b. If a student is absent on a day as prescribed in the point above, suitable documentary evidence must be provided to explain the absence by a relevant independent expert (not a family member). If the reason for absence is illness or injury, then a certificate from a Medical Practitioner is mandatory and must be issued on the day of absence and must cover the entirety of the absence.
- c. Where a student is late on the day of hand-in task submission, that is, they are not at school by the start of roll call, they **MUST** submit a misadventure form to the Assessment Review Panel outlining, with evidence, their reasons for lateness.
- d. In the event of an explained absence prior to an assessment, the Assessment Panel Review will determine the documentary evidence submitted and the student will be notified in writing, of the outcome. The student can appeal the decision in writing.

5.3 Student lateness or absence from an in-class assessment task or examination due to illness or misadventure

- a. All Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number covering the entire period of absence.
- b. **Illness** - If a student is absent on the day of an assessment task (in-class task or examination) due to illness, including Covid-19, they must attend the doctor's surgery **on the day** of the assessment task. The doctor must fill in Section A of the Illness/Misadventure paperwork on the day of the task and provide a Doctor's Certificate. **The form for the in-class task must be presented to the Assessment Review Panel on the first day of the student's return to school.**
- c. If a student becomes ill and leaves during an in-class task or examination, they must inform their teacher immediately. The illness/misadventure process remains the same. The student must attend a doctor **on the same** day and will not be able to re-sit the task. For HSC examinations, students **MUST** submit the Illness/Misadventure application form to the Principal within 5 business days after the exam for which illness/misadventure is being applied for or within 3 business days after the conclusion of the HSC exam period, whichever comes first.
- d. **Misadventure** - Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. For example, a car accident. A misadventure appeal must be submitted with supporting evidence. This may include a Statutory Declaration from parents/caregivers or an appropriate adult e.g. police officer, detailing the specifics of the misadventure and its impact on the completion or submission of the task.
- e. Where a student is late for an in-class task or examination, they undertake the task in the time remaining and submit a misadventure form to the Assessment Review Panel outlining, with evidence, their reasons for lateness. No extension of time to complete the task or examination is granted during the period. All Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number covering the entire period of absence.
- f. Any student absent from an in-class task will be presented with either that task or a substitute task upon their return to school. The missed assessment task will be completed on the **day of the student's return to school after their absence**. An Illness/Misadventure Form with the correct documentation **MUST** also be submitted on the day of return. If the student does not return on the day after the assessment task, the **whole duration of the leave** must be covered by a doctor's certificate or evidence.
- g. It should not be assumed that the application for Illness/Misadventure will be approved. However, if the illness/misadventure is approved, an extension of time to complete the task may be granted, a mark may be awarded based on a substitute task or a process of individual student mark moderation may be applied. If a student has an upheld illness/misadventure application, the student will be provided with an opportunity to attempt the assessment task by either:
 - a. Providing an extension of time to complete the original assessment task or
 - b. Providing the student with a substitute task
 - i. An extension of time may be granted if it does not compromise the validity of the task.
 - ii. The substitute assessment task must be in accordance with the illness/misadventure provisions in the policies and procedures for school-based assessment. A substitute task assesses the same or similar outcomes as those of the original task and uses the same or similar marking guidelines.
 - iii. In exceptional circumstances where the student cannot complete the assessment task, an estimate may be provided, based on completed comparable tasks which contain comparable outcomes. This must be approved by the principal.
- h. The Assessment Review Panel will notify the student regarding the outcome of an Illness/Misadventure Application. The outcome notification will be sent as an email to the student, with the course Head Teacher and class teacher included in the email. This will also be documented on Sentral. Copies of all forms will be retained for student records. Should a student feel that this decision is inappropriate, an appeal can be lodged with the Assessment Review Panel.
- i. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task. Failure to complete/submit an Assessment Task on the due date will result in a **'N' Determination Warning** issued to students regardless of any Illness/Misadventure Appeal. This NESA requirement ensures that all students must be notified of missed tasks to meet outcomes.

- j. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

5.4 Student lateness or non-completion/submission of Hand-In assessment tasks

- a. If a student is aware of an absence in advance of the due date of a hand-in task, the student must still submit the task on the due date. In this exceptional circumstance, the task may be submitted via Canvas or email, through a family member or through another person by the set time for hand-in task. It is the student's responsibility to ensure that the attachments are correct and are correctly formatted. If a student cannot submit their hand-in task using these means, then the student must submit an **Illness/Misadventure Application and submit the hand-in task on the first day of their return to school**. The Assessment Review Panel will then decide whether to uphold the Illness/Misadventure application, thereby awarding the mark, or whether to deny the application. The student can appeal the decision in writing.
- b. Where a student is late, that is they are not at school for the commencement of roll call on the day of hand-in task submission, they **MUST** submit an Illness/Misadventure form to the Assessment Review Panel outlining, with evidence, their reasons for lateness. The Assessment Review Panel will then decide whether to uphold the Illness/Misadventure application, thereby awarding the mark, or whether to deny the application. The student can appeal the decision in writing. A range of penalties may apply in the event an Illness/Misadventure application is declined.
- c. It should not be assumed that the application for Illness/Misadventure will be approved. However, if the illness/misadventure is approved, an extension of time may be granted, a mark may be awarded based on a substitute task or a process of individual student mark moderation may be applied.
- d. The Assessment Review Panel will notify the student regarding the outcome of an Illness/Misadventure Application. The outcome notification will be sent as an email to the student, with the course Head Teacher and class teacher included in the email. This will also be documented on Sentral. Copies of all forms will be retained for student records. Should a student feel that this decision is inappropriate, an appeal can be lodged with the Assessment Review Panel.
- e. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task. Failure to complete/submit an Assessment Task on the due date will result in a '**N**' **Determination Warning** issued to students regardless of any Illness/Misadventure Appeal. This NESA requirement ensures that all students must be notified of missed tasks to meet outcomes.
- f. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

5.5 Illness/Misadventure Considerations

- a. If a student submits more than one (1) illness/misadventure form per course, the Assessment Review Panel will utilise teacher professional judgement to best determine the appropriate result. This may result in a range of penalties, including a zero-mark awarded for the second or subsequent tasks, aligned to NESA assessment guidelines.
- b. A student cannot complete an in-class unseen assessment task before or after the due date unless they have consulted with the Assessment Review Panel and submitted an illness/misadventure form prior to the due date of the task. The student must have a valid explanation for why they need to sit the task at an alternate date. **A holiday is not a valid reason for the application for Illness/Misadventure.** Depending on the Assessment Review Panel's decision, the student may be required to sit the same task or a substitute task at an alternate date under strict examination conditions.

5.6 Invalid or Unreliable Task

- a. In the event of an invalid, unreliable or compromised assessment task, the principal, in consultation with the Assessment Review Panel, can declare the task null and void. An alternate task will be created and rescheduled with another due date. Parents/Carers will be notified if there is an invalid, unreliable or compromised task, students will receive two (2) weeks notification prior to the due date of the new assessment task. Any student who has been involved in the breach; collusion or malpractice will receive a zero mark and will be reported to NESA for malpractice.

- b. In the situation where a task does not function as required or unforeseeable problems occur in the administration of the task, the Assessment Review Panel will determine a suitable approach to address the issue. They may undertake a variety of measures including reducing the weighting assigned to the task, adding an additional task (with sufficient notice) and adjusting weightings accordingly. In some cases, an invalid task may be discarded completely, or a replacement task may be organised. The results of assessment tasks that have been completed by students will NOT be discarded.

5.7 Students who complete the assessment task and suffer illness/misadventure

- a. Students may lodge an Illness/Misadventure form if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.
- b. In such cases, students need to provide documentary evidence via the Illness/Misadventure form clearly detailing and supporting, through signed statements by Medical Practitioners or appropriate persons, the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.
- c. Students should submit all documents to any member the Assessment Review Panel (see section 2. **The Role of the Assessment Review Panel**). This should be done as soon as possible after the student is back at school (either for lessons or other assessments) but within five (5) of the assessment task date.
- d. The illness/misadventure outcome communication remains the same as per process.

6. Disability Provisions for the HSC Examination

6.1 NESA determines disability provisions for the HSC Examination.

- a. According to NESA's website Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions.

The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- *physical*
- *intellectual*
- *psychiatric*
- *sensory*
- *neurological, and*
- *learning disabilities, as well as*
- *physical disfigurement, and*
- *the presences in the body of disease-causing organisms*

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.

Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.

Students who become ill during an examination period may be eligible to make an [illness/misadventure application](#) rather than a disability provisions application.

- b. More information about disability provisions is available from the [NESA website](#). Contact the NESA Student Support phone (02) 9367 8117 or email: studentsupport@nesa.nsw.edu.au

6.2 Applying for Disability Provisions to NESA for the HSC examinations

- a. Disability Provisions application forms and information guides are available each year for students who intend to sit for the Higher School Certificate examinations. The student will need to supply evidence of the student's special examination need. A guide to the various types of evidence required is provided in the application form and information guides from NESA.
- b. NESA Assessment Certification Examination (ACE) website provides information to the school community about the rules and procedures set by NESA for secondary education in NSW. With reference to disability provisions, scan the QR code below and refer to NESA ACE Disability Provision topics:

ACE 10001 Disability provisions policy

ACE 10002 Disability provisions program

ACE 10003 Disability provisions: areas outside NESA guidelines

ACE 10004 Disability provisions: application procedures

ACE 10005 Disability provisions: evidence

ACE 10001 Disability provisions: small group and individual supervision

<https://ace.nesa.nsw.edu.au/disability-provisions>



- c. John Edmondson High School will support students seeking disability provisions for the HSC examinations.
- d. The Principal's delegated authority completes the online application form for disability provisions through NESA's Schools Online. The delegated authority coordinates with the student, the information required, for NESA submission.

7. Disability Provisions for all school-based assessment tasks

7.1 NESAs policies and guidelines

- a. *Principals have the authority to decide on, and to implement disability provisions for school-based assessments including examinations.* (NESA ACE 10001, updated 1 April 2019).
- a. When providing students with adjustments for school-based assessments, John Edmondson High School takes into account NESA's key messages including ACE and [principles for exam modifications](#) to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the HSC examination.

Note: There is **no guarantee** NESA will grant the same provisions as those given at school.

7.2 Legislation

- a. If a student experiences a one-off incident which affects their assessment performance and requires disability provisions e.g. a physical injury, the school may elect to grant such disability provisions for an individual task. These provisions will be issued in line with the *Disability Standards for Education 2005* and *Disability Discrimination Act 1992 (Cth)*.

7.3 Applying for Disability Provisions

- a. Students may seek reasonable adjustments for school-based assessments in consultation with the Principal's delegated authority at any time, however, it is advised that this information is shared with the school as soon as possible to ensure the student is not disadvantaged and able to demonstrate their learning on the same basis as their peers without a disability.

7.4 Student responsibilities regarding reasonable adjustments for school-based assessment tasks

- a. Students who have been provided with Disability Provisions for examination-style tasks and reasonable adjustments for all other school-based assessment tasks are to check with the Principal's delegated authority to ensure the arrangements for these provisions have been made in time for the upcoming task. **This should be done when the notification for the task has been distributed.**
- b. Where a laptop is required as part of a reasonable adjustment, the school will provide the appropriate digital technology in the most suitable location available. The school cannot be responsible for checking a student's hard drive on laptops and hence all electronic responses will be managed using school computers that have Wi-Fi access disabled. This also ensures the printing of student work is as efficient as possible. This decision is in line with NESA requirements for schools.

8. Malpractice in Assessment Tasks

8.1 Defining Malpractice

- a. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. Malpractice includes, but is not limited to:
 - Plagiarism, copying someone else's work in part or in whole, and presenting it as one's own.
 - using material directly from books, journals, CDs or the Internet without reference to the source.
 - building on the ideas of another person without reference to the source.
 - buying, stealing or borrowing another person's work and presenting it as one's own.
 - having someone else significantly contribute to the task, submitting work to which another person, such as a parent/caregiver, coach or subject expert has contributed substantially.
 - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
 - paying someone to write or prepare material.
 - breaching school or NESA examination rules.
 - using non-approved aids during an assessment task.
 - not making a genuine effort with an assessment task.
 - falsifying any documentation, providing false explanations to explain work not handed in by the due date.
 - assisting another student to engage in malpractice.
 - cheating in a test situation, talking or any form of communication to other students during a formal task, or being deemed to have gained an unfair advantage.
- b. This will apply to individual students or to two (2) or more students if unethical collusion occurs between students.
- c. Students arriving late to school on the day of an assessment task can gain an unfair advantage. All students are expected to arrive by the conclusion of roll call. Any student arriving later than this must complete an Illness/Misadventure application. The Assessment Review Panel will then decide whether to uphold the Illness/Misadventure application. The student can appeal the decision in writing. A range of penalties may apply in the absence of an Illness/Misadventure application or in the event an Illness/Misadventure application is declined.
- d. Students MUST make a genuine attempt at all assessment tasks. Further, students must demonstrate diligence and sustained effort in their courses. Students who are deemed to make a non-serious attempt at any assessment task may receive a 'N' Determination Warning Letter. A non-serious attempt may include only completing one (1) section of the examination or not making a genuine attempt to complete all sections of an assessment task.
- e. Students are not permitted to use generative AI, including NSW Department of Education approved tools to develop or generate assessment task submissions unless explicitly stated on the assessment task notification. This includes use of NSW EduChat.

8.2 Types of Malpractice

- a. **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
- b. **Breach of assessment conditions:** All students undertaking a HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA. When assembling for, undertaking or leaving the exam or test session, students are subject to the direction and supervision of the invigilator.

At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures and
- HSC minimum standard test rules and procedures.

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

- c. **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 of 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 acknowledgment.

- d. **Collusion:** Collusion is when a student inappropriately collaborates with another student, group of students, person or 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.

8.3 Managing Issues of Malpractice

- a. Issues of malpractice need to be investigated by the Head Teacher of the course and reported to the Deputy Principal or Assessment Review Panel with documentation. Assessments in which **malpractice** is proven will receive a zero mark and parents will be notified. In some cases, a range of penalties may apply, and a more serious consequence may be invoked. Students must redo the task and a 'N' Determination Warning Letter will be issued. All acts of malpractice will be documented on the school's Sentral site and reported to NESA. Students involved in the malpractice will be added to NESA's malpractice register.
- b. All assessment tasks requiring the research of information must include referenced sources correctly presented based on a recognised referencing system e.g., Harvard, MLA
- c. Students need to ensure that the work they submit is their own. Students **MUST NOT** use Artificial Intelligence (AI) in creating or copying and pasting information into their final assessment and then claiming that it is their own work. They need to ensure that the work they submit aligns with the 'All My Own Work' policy. If students are suspected of using AI malpractice, an investigation will be conducted by the class teacher and Head Teacher. Teachers, in consultation with Head Teachers, will use their professional judgement to determine if a student's attempt at an assessment task is a genuine one. AI checks in place include the use of Turn-it-in, draft submissions, student interviews to discuss their submission and ongoing feedback cycles between students and teachers. If a teacher suspects an assessment submission has been AI generated, it will be the responsibility of the student to prove that the work submitted is their own work. If students are found to have used AI, they will receive a mark of zero, a 'N' Determination Warning Letter will be sent home, and the malpractice will be reported to NESA. Students will have to redo the task on a separate date to resolve the issued 'N' Determination Warning.
- d. Misconduct during any task or formal examination may be regarded as malpractice. A range of penalties including a zero mark may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may

fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

9. Procedures for students in danger of not meeting course requirements

9.1 HSC eligibility requirements

- a. Students undertaking Stage 6 courses receive detailed information on eligibility requirements and the pattern of study for the HSC through comprehensive subject selection booklets, information seminars, and year meetings. Students verify their enrolled subjects and confirm their pattern of study for the HSC, indicating whether they are pursuing the ATAR option or HSC only. Additionally, students participate in the HSC: All My Own Work program to enhance their understanding of integrity in HSC assessments.
- b. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate:
 - Year 11 subject selection session – held whilst students are in Year 10.
 - Information sessions conducted at various intervals during the HSC year.
 - Year assemblies may provide opportunities to explain specific details of the assessment policy to students.

9.2 Satisfactory Completion of Courses

- a. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - Followed the course developed/endorsed by NSW Educational Standards Authority (NESA).
 - Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
 - Achieved some or all of the course outcomes.

9.3 In addition, to receive the Higher School Certificate, students must:

- Meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (ROSA) only.
- Complete mandatory Work Placement, if applicable.
- Make a genuine attempt at Assessment Tasks and all HSC Examinations. Failure to complete a HSC Examination will result in a 'N' Determination even if all school requirements have been met.

9.4 Minimum Standards Online Tests

- a. Students need to achieve level three (3) or four (4) in short online reading, writing and numeracy tests of skills for everyday life to meet the HSC minimum standard. Students will receive multiple chances to sit these tests. School's learning and support teams will support and enhance student learning so that students can achieve HSC minimum standard.
- b. Please refer to the NESA site for more information regarding the HSC minimum standard.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

9.5 Preliminary Course satisfactory completion

- a. Students must satisfactorily complete the Preliminary component of a Course to be eligible to proceed into the HSC component in Year 12.
- b. The Assessment Review Panel will need to confirm at the time of NESA HSC entries that the student has completed preliminary course requirements to ensure the HSC entry is valid.
- c. Where a student is at risk of a 'N' determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

9.6 Non-serious attempts

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

9.7 'N' Determinations process

- a. Students who do not satisfactorily complete the required class work, practical components (where required), homework and assessment tasks may receive a 'N' Determination Warning Letter.
- b. Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to meet satisfactory completion. The letter will give the student two (2) weeks to complete the outstanding work.
- c. Students will only receive one (1) warning letter for each task. It is the students' responsibility to complete that task promptly. If the task remains unresolved, students and parents will receive follow-up communication detailing 'N' Determination work that has still not been completed.
- d. If a student receives a second 'N' Determination Warning letter for a subject, they will be issued an Official 'N' Determination Warning Letter, outlining all work to be completed. This will clearly indicate that they are at risk of a 'N' Determination grade being issued for this subject.
- e. Students who have not complied with the course completion criteria and who have received at least two (2) written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.
- f. This final 'N' determination is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

9.8 Satisfactory completion of Stage 6 Life Skills courses

- a. Life Skills courses have the same course completion criteria as all Board Developed and Board Endorsed courses.
- b. A student is considered to have satisfactorily completed a course if there is sufficient evidence that the student has:
 - followed the course developed or endorsed by NESAs, and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
 - achieved at least one of the course outcomes.
- c. School may determine that, as a result of student's absence, the above course completion criteria might not be met. School will issue students with a written N-warning for the non-completion of course requirements.

10. Appeals Surrounding the Assessment Procedure

10.1 The Appeals Process

- a. When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures they may appeal. The first appeal **MUST** be to the Head Teacher of the course within two (2) school days. Students are responsible for submitting an appeal about marks allocated for an individual assessment task using the school's policies and procedures
- b. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, they may appeal to the Assessment Review Panel using the relevant form.
- c. The Assessment Review Panel will determine if:
 - the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESA.
 - the task administered was valid.
 - the procedures used to determine the final assessment marks conform with the issued assessment program and
 - there are no computational or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Review Panel finds there may be errors in the process, it may ask the course Head Teacher to review the process and make adjustments accordingly.
- e. The Assessment Review Panel will give a written reply to students who submit an appeal via email to students' NSW Department of Education email. Schools must resolve individual appeals over marks allocated for an individual assessment task within two weeks of the task being returned.
- f. If not satisfied with the Assessment Review Panel's decision, a student may make a subsequent appeal to NESA. NESA will consider only whether the weightings, the procedures and the correct computations were made. There is no appeal against the marks awarded for individual assessment tasks.
- g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks.
- h. **The Principal is the final arbitrator on any matters that arise regarding the final determinations.**
- i. For Preliminary (Year 11) students, where the non-completion is in a mandatory course, the student will not be eligible for the award of Record of School Achievement (ROSA) and may not be eligible to enter the HSC Year 12 course. Any mandatory course not satisfactorily completed, appears on the student's transcript of results as not completed. For HSC (Year 12) students, where the non-completion is in a mandatory course, the student will not be eligible for the award of Higher School Certificate (HSC).

10.2 Grounds for an appeal

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

10.3 Student appeals against assessment rankings in HSC courses

- a. As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course.
- b. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a review through the Assessment Review Panel.
- c. Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over marks for an individual task must be resolved at the time the task is returned to the student.

- d. In conducting an assessment review, the Assessment Review Panel will ascertain whether:
 - the weightings specified in the assessment program conform with NESA requirements as detailed in the syllabus packages.
 - the procedures used for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
 - there are no computational or other clerical errors in the determination of the assessment mark.
- e. If the Assessment Review Panel is satisfied that these conditions have been met, no change to the assessment will be made.
- f. The Assessment Review Panel will inform the student of the outcome of the review of their assessment and advise them of the provision for subsequent appeal to NESA. This will be done via email to students' NSW Department of Education email.
- g. If a student wishes to seek a review of the panel's decision students will be advised of the appeal process. There is no provision for appeal against the marks awarded for individual assessment tasks.
- h. NESA will only consider if the conduct of the review was proper in all respects and whether the school review process was adequate for determining whether:
 - the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages.
 - the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program and
 - there are no computational or other clerical errors in the determination of the assessment mark.
- i. Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

10.4 Student appeals against Stage 6 Grades

Internal school review of final Stage 6 grades

- a. Students may request a school review of their final grade awarded to them by their school in any NESA Stage 6 course. Students cannot seek a review of results in a single or multiple individual assessment tasks.
- b. Students appealing their final grade in a Stage 6 course must:
 - submit their appeal, in writing using the relevant form, to the Assessment Review Panel, and
 - provide evidence that the grade awarded in the course was inconsistent with the progressive reporting from their school.
- c. In conducting an assessment review, the Assessment Review Panel will conduct an internal review and ascertain whether the appeal is declined or upheld.
- d. The Assessment Review Panel will inform the student of the outcome of the review and advise them of the outcome of either
 - i. the revised final grade in the event of an upheld appeal or
 - ii. the provision for subsequent appeal to NESA if the appeal is declined.
- e. In the event the appeal is upheld, the school will enter the revised grade(s) in Schools Online by the NESA due date

Appealing final Stage 6 grades to NESA

- a. If the school declines a final Stage 6 grade appeal, a student may appeal to NESA.
- b. When considering a final Stage 6 grade appeal, NESA will only consider:
 - if the school's review process was adequate for determining whether the procedures used by the school for determining the grade align with NESA's advice, and if the school's policy regarding the grading of student achievement.
 - if conduct of the school review was proper in all respects.
- c. NESA will not revise results awarded in individual assessment tasks.

11. Formal Examinations

11.1 General Examination Procedures

- a. HSC school assessments should include a formal calendared Trial HSC Examination period for all courses.
- b. With the exception of project-based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination period.
- c. The starting date for this examination period will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to this formal examination period is indicative only and should be organised to ensure minimal disruption to teaching and learning.
- e. An activity and/or excursion free period should exist as far as practicably possible prior to the formal examination period.
- f. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- g. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- h. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. This includes correction fluid or tape and any printed materials. An answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- i. Mobile phones are to be switched off before entering the exam room and placed in bags. Bags are to be left at the back of the examination room for the duration of the examination. **Failure to comply with this may result in the cancellation of the student's paper.**
- j. Smart watches and any other electronic devices are not permitted in the exam room. These should be left at home.
- k. Students are not to talk to or interfere with other students or their equipment once they enter the examination room. **Students should raise their hand to seek permission to speak from the examination invigilator.**

11.2 Misconduct in formal examinations and other assessment tasks

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

12. Vocational Education and Training (VET)

- a. VET courses are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.
- b. Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards. When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students will have either 'achieved' or 'not achieved' the courses competencies.
- c. The units of competency students achieve will be recognised as a vocational qualification. Students therefore are being continually assessed and attendance in each lesson is extremely important.
- d. If at any time it appears that a student is at risk of being given a 'N' determination in any vocational course, the principal must follow the same procedure as for any other Higher School Certificate Course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.
- e. Where a student receives a 'N' determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive a 'N' determination.

12.1 Mandatory Work Placement

- a. Work placement is a mandatory requirement for completion and accreditation of your VET course. Students who do not complete at least 70 hours of work placement over the two (2) years will not have the course recognised by the NSW Educational Standards Authority (NESA) and will not receive a certificate or statement of attainment. **This means that students will receive a 'N' Determination for the Preliminary Course or the HSC.**
- b. Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practice and develop the competencies that are part of the course. Teacher and/or workplace supervisor will assess your performance on the job.
- c. Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.
- d. Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a Non-Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement.
- e. South-West Connect will allocate one (1) work placement block (35 hours) per student, per course for their Preliminary VET Courses and one (1) placement block (35 hours) per student, per course for their HSC VET Courses. If, for any reason, a student cannot complete their South-West Connect allocated placement, they must then source their own placement, allowing up to 4 weeks for South West Connect to approve the placement. Failure to complete the 35 hours of placement per Preliminary VET Course and 35 hours of placement per their HSC VET Course (70 hours of placement per VET course over the two (2) years) may result in a 'N' Determination and Determination on Non-Completion of Course.
- f. It is each **student's responsibility** to submit assessment tasks on time. Negotiation between student and the Assessment Review Panel will be required for any assessment tasks scheduled during the work placement week. Students will be required to hand-in the completed task before they commence Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with the Assessment Review Panel and classroom teachers. **Work Placement is not a reason for non-completion of assessment tasks.**



Appeal of the Assessment Procedure

APPLICATION FORM TO REVIEW ASSESSMENT MARKS, RANKINGS AND/OR GRADES

Name			Tel #		
Head Teacher			Class Teacher		
Course/Subject					
Assessment Task Title					
Assessment Task Notification Date		Assessment Task Due Date			Assessment Weighting %
Number of pages attached to this appeal		Date Appeal Submitted			
Student Signature			Date		

[illegible]



JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

Appeal of the Assessment Procedure

APPLICATION FORM TO REVIEW ASSESSMENT MARKS, RANKINGS AND/OR GRADES

Staff to complete this section

Executive Staff member to whom appeal is submitted Provides any further documentation & submit to the Assessment Review Panel.			
Head Teacher Name		Sentral #	
Head Teacher Signature		Date	
Decision	☐ Upheld ☐ Declined	Policy section referenced	
Decision Date			
Notes			
Student notified	☐ Yes ☐ No	Date	

Assessment Review Panel <i>review to be completed within two (2) weeks of task being returned to students</i>			
Decision	☐ Upheld ☐ Declined	Policy section referenced	
Decision Date			
Notes			
Signatures	1 Senior Executive	2	
	3	4 (optional)	
Student notified	☐ Yes ☐ No	Date	



JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

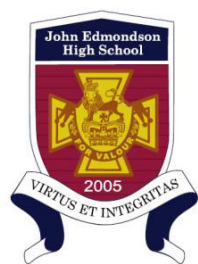
Illness / Misadventure Form Years 10 – 12 APPLICATION FORM

Name		Tel #	
Course/Subject			
Teacher/Class			
Task			
Due Date		<i>please circle</i> Mon Tue Wed Thu Fri	
Reason for request for consideration			
Student Signature		Date	

Supporting Documentation <i>Eg: Doctor's Certificate</i>	<i>please circle</i> Yes No
How has the reason provided affected the completion of the task?	
Parent Signature	Date

Teacher Comment			
Teacher Signature		Date	

Approval		<i>please circle</i> Yes No	New Submission date <i>(if applicable)</i>	
Explanation				
Assessment Review Panel Representative	Name		Date	
	Signature			



JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

PART A: Independent Evidence of Illness

Diagnosis of Medical Condition			
Date of onset of illness			
Date(s) and time(s) of all consultations related to illness			
Please describe how the student's condition/symptoms could impede their performance in the relevant task			
Name of Doctor or Health Care Professional		Profession	
Place of Work and Address		Tel #	
Signature		Date	

PART B: Independent Evidence of Misadventure

Date of event causing misadventure		Were you a witness to the event?	<i>please circle</i> Yes No
If NO , how did you obtain the information you are providing?			
What is your relationship to the student?			
Describe the event			
Name		Profession	
Signature		Tel #	
		Date	

'N' DETERMINATION WARNING FLOWCHART

LACK OF SUSTAINED EFFORT

for issues with:

Unexplained absences (3 periods),
classwork, homework, participation,
practicals, VET work placement

- A) **NOT** followed the course developed or endorsed by NESA
- B) **NOT** applied themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school
- C) **NOT** achieved some or all the course outcomes

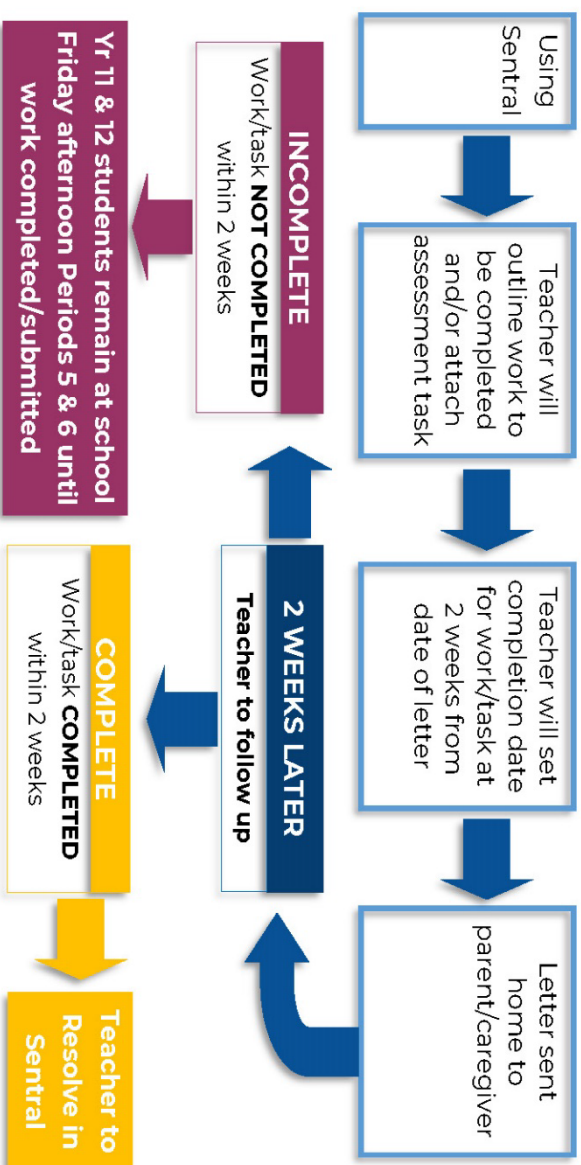
ASSESSMENT TASK NOT SUBMITTED

Includes Malpractice

- A) **NOT** followed the course developed or endorsed by NESA
- B) **NOT** applied themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school
- C) **NOT** achieved some or all of the course outcomes

NOTE: a student who only attempts multiple choice **HAS NOT** made a 'genuine attempt'.

TEACHER TO ISSUE N-DETERMINATION WARNING LETTER



What if I miss a task due to school business?

If you are absent on the day of an assessment task for sports, debating, excursion or some other school business, it is **YOUR RESPONSIBILITY TO**

1. **SPEAK** to the school assessment co-ordinator Ms R Young or the Principal's delegate in her absence.
2. **ONLY** the assessment co-ordinator can organise the time and date to complete the task.
3. Depending on the nature of the task this could be on the same day as the scheduled assessment in the morning or if it's a seen task the day before or after.
4. Depending on the nature of the task, an alternate task in Year 10, 11, 12 might be issued.
5. You are **NOT** required to submit an illness/misadventure request if you are absent for an assessment task due to school business

What if I miss a task due to illness/misadventure?

1. If you are absent on the day of an in-class assessment or examination due to illness/misadventure you **MUST** submit a request for illness/misadventure to the Assessment Review Panel on your first day back to school, you will be presented with either that task or a substitute task upon your return to school
2. You **WILL NOT** receive illness/misadventure for **NOT** receiving an assessment notification due to your absence. The task is also posted on the school website, some teachers also post to CANVAS and Google Classrooms

IT IS YOUR RESPONSIBILITY TO CHECK.