

**Broken Hill High School**  
**Quality Education in a Caring and Pleasant Environment**

**Senior Assessment Policy - 2016**



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## **INTRODUCTION**

This handbook is designed to provide a summary of assessment procedures in each course that is available for study in Years 11 and 12 at Broken Hill High School.

The Pathways Document allows the possibility of the HSC being achieved over a number of years. Preliminary Courses have been made compulsory before attempting HSC courses in the same subject.

All students and parents should read this booklet carefully and ensure that they fully understand the procedures and practices to be followed.

Questions related to specific subject areas should be directed in the first instance to the Head Teacher of the faculty concerned.

Questions related to the Assessment Policy itself or of a general nature should be directed to the Deputy Principal.

### **2015 - YEAR 11 (2016 - YEAR 12)**

YEAR ADVISOR		Mr J Bradley
DEPUTY PRINCIPAL		Mr P Gauci Mr R Devoy
PRINCIPAL		Mr G Webb
HEAD TEACHERS	ENGLISH	Mr G Adams
	MATHEMATICS	Mr M Reinhardt
	SCIENCE	Mr T Dart (Relieving)
	PD/HEALTH/PE	Ms B Horne (Relieving)
	HUMAN SOCIETY & ITS ENVIRONMENT	Mrs K Valentine (Relieving)
	TECHNOLOGICAL & APPLIED STUDIES	Mr T Ellice
	CREATIVE & PERFORMING ARTS	Mr C Barrett
	WELFARE	Miss D Toynton
	ADMINISTRATION	Mr S Shephard

## **YEAR 11 CERTIFICATE**

Broken Hill High School will provide a Board of Studies Teaching and Educational Standards award known as the Year 11 Record of Achievement. This will state the subjects attempted by students and may be of particular significance to students wishing to gain employment after Year 11.

It is important to note that all subjects completed at the TAFE College will also be stated on this certificate and will serve as accreditation in these areas.

Students who decide to continue on to Year 12 can do so and receive a Higher School Certificate provided they are attempting at least 10 units of study. **The school strongly advises that all students seeking an ATAR continue with 12 units of study.**

## **THE HIGHER SCHOOL CERTIFICATE**

The Certificate is awarded to students who have completed Year 11 and 12, and who have sat for examinations and been assessed by the school or college in the required number of subject units.

Employment in a wide range of professions is dependent on results in the Higher School Certificate and requirements for entry to tertiary institutions are largely based on HSC results.

The certificate is issued by the Board of Studies.

## **THE AWARDS**

The award of a HSC will be based equally on the student's performance in the HSC examination and the school's assessment of that student. In addition the school must be able to certify that conduct, attendance and progress have been satisfactory in Years 11 and 12.

School Assessments are used because the Board recognises that there is difficulty in testing some of the outcomes of certain courses. Assessments allow the school to better judge the achievement of these outcomes under non-examination conditions.

The Board of Studies requires Higher School Certificate students to sit for examinations at the end of Year 12 in all but the Board Endorsed Courses (BEC) or VET courses when selected.

At present candidates who do not meet the Board's requirements are not entitled to the award of a Higher School Certificate. Instead they receive a Result Notice which lists their results. In addition, the school must be able to certify that conduct, attendance and progress have been satisfactory in Years 11 and 12.

## **QUALIFYING FOR THE HSC**

To be eligible for the award of the HSC, students must:

- (a) attend school for the required period of time
- (b) study the pattern of courses required by the Board for the required time
- (c) have a satisfactory record of attendance and application in their studies
- (d) complete the requirements (including the Preliminary courses) for a sufficient number of courses, including practical, oral or project works
- (e) complete assessment requirements for a sufficient number of courses
- (f) sit for and make a serious attempt at the Higher School Certificate examination, in a sufficient number of Board-Developed courses, in compliance with the examination procedures.

Please note that ASSESSMENT for the HSC Examination is based on the (Year 12) HSC course only for all courses except for Mathematics.

The School's Assessment will not take account of conduct and will compensate for factors such as illness, misadventure or domestic problems, which may affect a student's performance throughout the course. The Assessment will be based on actual performance not on potential performance.

For many students, that is those taking 2 Unit courses, both the final assessment mark and the final examination mark will be recorded, each as a mark in the range 0 to 100.

Syllabus requirements for the HSC are very strict and students, with their teachers, are required to accomplish a vast amount of work over the two years. Some courses are only examined on Year 12 materials but even so the Year 11 component is groundwork for Year 12. Students cannot continue to the HSC course unless they have satisfied the requirements of the relevant preliminary course.

The HSC course and Assessment program will begin in Term IV, Year 11 after the completion of preliminary courses.

## **THE UNIT SYSTEM OF HSC STUDY**

Courses of study for the award of the HSC are unit courses. Generally students take up to 12 units of study for the HSC.

Before attempting a 2 Unit HSC Course for the HSC examination a prerequisite preliminary course must be completed.

2 Unit Courses - involve nine (9) lessons per cycle. Board Developed Courses are externally examined

Extension 1 Courses - involve a further four (4) periods.

Extension 2 Courses - involve a further four (4) periods.

Number of Units - to be eligible for the award of the HSC all students must study at least twelve (12) units in Year 11 and ten (10) units in Year 12.

## **ASSESSMENT IN VOCATIONAL EDUCATION COURSES**

Each Vocational Educational and Training (VET) course has a competency-based approach to assessment. A unit of competency is made up of elements of competency. Each element has a number of performance criteria. These criteria need to be met to demonstrate the achievement of an element of competency. All elements of competency must be achieved in order to demonstrate the achievement of a unit of competency. Students are assessed as 'competent' or not yet competent.

No assessment mark is required to be submitted to the Board of Studies (BOS). Schools are required to report to the BOSTES on the units of competency achieved by each student in each course. This information will form the basis of the Australian Qualifications Frameworks VET Certificate or Statement of Attainment to be issued to the student.

Assessment will meet training package requirements and will be conducted by a qualified assessor under the auspices of the Registered Training Organisation (Broken Hill District Office).

All framework courses (e.g. Construction, Metals and Engineering, Hospitality Operations and Primary Industries) have a mandatory work placement requirement. Some TVET courses (Automotive, Electrotechnology, Human Services) also have a compulsory work placement requirement.

Students will be provided with multiple opportunities to demonstrate competencies. Assessment tasks will also be designed to access a range of competencies.

The provision of "N" determinations and student warnings apply to these courses. Students may also access the school appeals process.

## **HSC EXTERNAL EXAMINATION 240 HOUR (2 UNIT x 2 YEAR) VOCATIONAL EDUCATION COURSES**

Only students who access 240hour VET courses can sit for the external examination. It will be a two hour written paper for which students will receive a mark out of 100. All students doing the course will be automatically enrolled in the HSC examination. Students will be required to notify the Board of Studies during the HSC year if they do not wish to do the examination.

The examination result is independent of the competency-based assessment and has no impact on social eligibility for AQF qualifications, and is intended for Australian Tertiary Admission Rank (ATAR) purposes. Only one 240 VET course may contribute to the UAI.

The external examination paper is based on:

- \* the units of competency identified in the examination specifications of the syllabus
- \* minimum prescribed learning contained in the "HSC requirements" of each unit of competency
- \* associated key competencies

Internal assessments at Broken Hill High School in addition to competency-based assessment will take place in order to better provide students with opportunities to develop the skills required in the external examination.

## **VOCATIONAL EDUCATION**

### ***RECOGNITION OF PRIOR LEARNING (RPL) POLICY***

Recognition of Prior Learning is generally known as the process by which individuals have their prior qualifications and informal learning recognised formally through assessment.

RPL is a process of gathering evidence to assess an individual against competency standards in order to determine whether they have achieved, through informal, formal, past or present learning and experience, the required competency for a particular job or for recognition toward a formal qualification.

When applying for Recognition for Prior Learning in a VET course offered at Broken Hill High School, students will need to read through the criteria of the training package in which he or she wishes to gain the competency. The student will need to show evidence to support the competency in each of the outcomes or competencies of the training package. The types of evidence required may include written references, statements of attainment, formal certification or letters or statutory declarations, projects or third party reports from peers and/or supervisors. The student will need to submit these and a decision will be made by the assessor whether the student has sufficient appropriate evidence to be awarded with formal recognition for that competency or competencies.

## THE PROCESS OF ASSESSMENT IN EACH COURSE

The assessment submitted by the school (to the Board of Studies) for a particular course will be a measure of student achievement relative to specified course outcomes and relative to other students by the end of the course in Year 12. The assessment will be based on achievements measured during the course. Please note that assessment for the HSC examination is based on the HSC Course only.

The assessment program for each course will involve a number of tasks including both formal test situations and less formal, but none-the less systematic observation of student performances. In a particular course these tasks may involve some of the following:

1. written, practical and/or oral/aural tests
2. class and/or home assignments including essays and practical tasks
3. projects of varying degrees of length and complexity
4. oral presentations
5. observations of participation in individual and group activities relating to the course, including class discussion and fieldwork.

In each course a mark will be determined for each student. This mark is derived, by combining weighted marks for various course components.

For example, a course might have three components P, Q and R with weights 25, 35 and 40 respectively. The total mark for the course would be 100 marks.

<u>Component</u>	<u>Weight</u>
P	25
Q	35
R	<u>40</u>
<u>Total Marks</u>	<u>100</u>

The weights for each course component are not determined by the school. They are determined by the Board of Studies and as such are mandatory. They cannot be altered in any way. However, the weights for any possible sub-components in a course are determined by the school.

Courses studied only in Year 11 are similarly assessed. The Board of Studies approves the weights for each course component and as such these are mandatory. At present BOSTES courses studied in Year 12 are assessed and appear on the HSC. BEC courses studied in Year 11 appear on the Year 11 Record of Achievement and the HSC.



## **PRELIMINARY COURSE**

To cater for the Pathways Document that allows for a more flexible approach to the Higher School Certificate the courses set have been divided into two sections. The first section is the Preliminary Course that must be completed before the student can continue on to the HSC examinable course. It is envisaged that most students will attempt the Preliminary Courses in Year 11 and continue on to sit for their Higher School Certificate in Year 12. However, students may choose to spend more than the usual two-year timeframe to complete their HSC. At Broken Hill High School the Preliminary Courses will finish at the end of Term III and the HSC Courses will begin in Term IV, Year 11.

Please note that students who do not complete tasks according to the assessment guidelines for the Preliminary Course in any given subject will not be able to continue on to sit for that subject in the HSC. Satisfactory completion of all Preliminary Subjects is a prerequisite for entry into the HSC Course. This booklet will set out the assessment guidelines for both Preliminary and HSC Courses.

The extension course (with the exception of English, Mathematics and Science courses) may commence at any time after the Preliminary 2 Unit related course has been satisfactorily completed.

## **HIGHER SCHOOL CERTIFICATE COURSE**

- The HSC reports will provide you with more detailed descriptions of the knowledge skills and understanding you have attained in each subject.
- \* Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- \* The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- \* The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's Record of School Achievement.
- \* School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- \* The other 50% will come from the HSC examination.
- \* Your HSC mark for 2 Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement.

- \* On satisfactory complete of your HSC you will receive a portfolio containing:
- The HSC Testamur  
(The official certificate confirming your achievement of all requirements for the award).
  - The Record of Achievement  
  
(This document lists the courses you have studied and reports the marks and bands you have achieved).
  - Course Reports

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course.  
A graph showing the state-wide distribution of marks in the course is also shown.

In implementing the requirements of the HSC Assessment Policy as outlined by the Board of Studies, the following 24 points are intended to explain the operational procedures at Broken Hill High School

## **HIGHER SCHOOL CERTIFICATE ASSESSMENT**

### **1. *What makes up HSC Assessment?***

HSC assessment occurs at two levels. A mark is awarded at each level.

- a) Externally – HSC Examination
- b) Internally – School “Assessment Tasks”

The school ‘assessment mark’ is the final mark received as a result of assessment tasks carried out during the HSC Course. In each course, the assessment mark is used to rank or give an order of merit reflecting the student’s place relative to other students in that course.

### **2. *What happens to my Assessment Mark?***

An assessment mark for each candidate is submitted to the Board of Studies (BOSTES) for each course offered at the school. Each assessment mark is ‘moderated’ following a process developed by the University of Sydney. Moderation occurs so that comparison between students across the state can be fairly undertaken. The moderated assessment mark appears on the Record of Achievement that accompanies the Higher School Certificate for each course.

**N.B. The final ranking of students and the ‘spacing’ between students are the major determinants used by the BOSTES to moderate marks.**

### **3. *What is meant by SATISFACTORY COMPLETION of the HSC Course?***

A student will be considered to have satisfactorily completed this course if, in the Principal’s view, 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 the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.  
(BOSTES ACE Manual)

In addition to other set tasks and experiences in any HSC course, student must complete HSC assessment tasks that contribute in excess of 50% of available marks.

### **4. *What are included as COURSE REQUIREMENTS?***

Course requirements have two major parts:

- a) **Course Work:** This includes class work, class tests, essays, set tasks in class, assignments and regular homework.

- b) **HSC Assessment Tasks:** These are clearly identified tasks that must be completed in each course.  
The tasks are identified in the HSC Assessment Tasks and Schedule handout for each course, and continue to the final assessment mark for each course.

**N.B. Completion of assessment tasks alone does not automatically mean the course's outcomes have been met.**

**5. *What if I choose to ignore aspects of course work and/or assessment tasks?***

Students are expected to attempt *all* work. (See Question 4 above) Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of a 'N' (Non-completion) determination. Failure to complete, submit or be present for an assessment task without a valid reason could result in the award of a 'N' (Non-completion) determination in any course.

**N.B. A response from the student's parent/guardian to any official warning letters is encouraged. However, a failure to respond does not negate the fact that notification has occurred.**

**6. *What is the Senior Student Review Panel?***

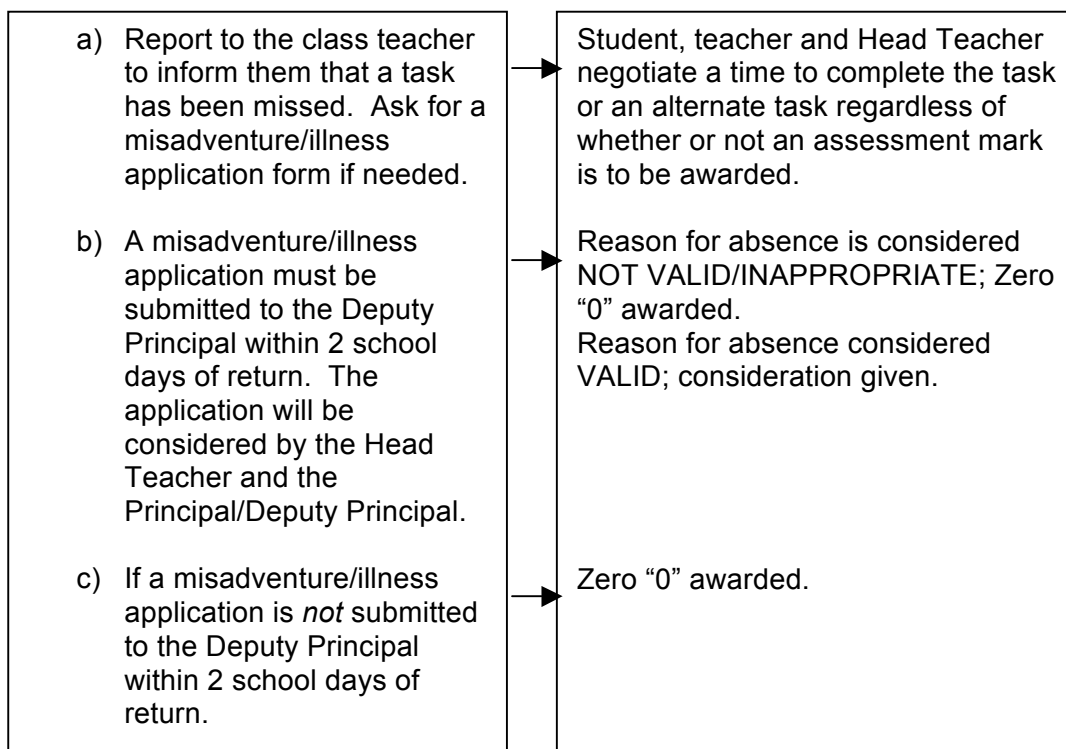
The review panel is convened if any aspect of a student's progress warrants concern. Often these students are those performing at a level considerably below that which is expected, or are at considerable risk of not meeting the requirements, of one, or some, of their courses of study.

The Senior Student Review Panel consists of the Principal, Deputy Principal and the Year Adviser. Parents are encouraged to attend this meeting to assist with the development of strategies to assist the student. An outcome of attendance at a hearing of the Panel will be a series of undertakings that the student agrees to in an effort to improve his/her study program. Further reviews of a student's progress will follow the Panel meeting.

**7. *What are my attendance requirements?***

- a) Principals may determine that, as a result of absence, the course completion criteria may not be met. Absences, fractional trancies and poor punctuality, will be regarded seriously by the Principal. Students will be warned if absences are placing them at risk of a "N" (Non-completion) determination. Following a second warning an "N" Determination may be awarded.
- b) Where an assessment task is to be completed at school, students are expected to attend lessons that are scheduled for them on the preceding school day and on the day of the task. Being absent to prepare assessment tasks by set dates shows poor time management and is regarded as seriously as 'truancy'.

8. **What happens if I fail to complete, submit or be present for an assessment task?**



**Other points:**

- In the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- Work submitted late will receive a **zero "0"**. **No percentage reductions are permitted at all.**
- No consideration can be given when students **choose not** to complete, submit or be present for an assessment task/s by the due date/time.
- No consideration can be given when students fail to submit a misadventure/illness application within 2 days.
- Students who fail to complete 50% of the final assessment marks for the course will be considered for an 'N' determination.

9. **What does misadventure mean?**

Misadventure refers to any **valid** reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the **documentary evidence** that is handed in to support the misadventure claim.

No compensation will be made for factors such as misadventure or domestic problems affecting the preparation or performance of a student throughout the course. However, where the result of an Assessment task was affected for a valid reason by absence or other misadventure preventing presentation of part of all of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence. Invalid reasons for absence will result in a mark of zero for that task.

**The following circumstances are examples of situations where consideration CANNOT be given:**

- Routine medical appointments
- Driving tests; social visits; too tired.
- Illness without a doctor's/medical certificate or other appropriate supporting documentation.
- Misadventure without reasonable proof.
- Misunderstood times or instructions given.

**10. *What procedure must I follow if I fail to complete, submit, or be present for assessment tasks?***

- a) On the day of return to school, the student should report to the class teacher and Head Teacher of the subject to inform them that a task/s has been missed. Negotiations will then be made regarding the completion of the task. (*See absences from examinations for further details*)
- b) Within two (2) school days of returning to school, the student must submit a misadventure/illness application to the Deputy Principal. This application is to be signed by the student's parent/guardian and accompanied by a medical certificate or appropriate documentation in the case of illness, or other appropriate documents.  
(Notification of intention to seek a medical certificate will be accepted. A limit of one week is set for submitting a medical certificate.)
- c) The student will complete the set task or an alternate task as soon as can be arranged, preferably on the first day of return to school.

**11. *What happens when I know before a task that I will be absent?***

Notice of FORESEEABLE ABSENCES must be brought to the attention of the class teacher and subject Head Teacher so that negotiations can be made to set alternate dates/tasks.

Students are permitted to submit tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the student's responsibility to plan around foreseeable absences.

**12. *When and how will I be given notice of assessment tasks?***

At the commencement of the HSC Course, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s and the nature of the task/s, along with assessment weightings and components.

Students will be given at least two (2) weeks notification in writing before each assessment task is due or to be completed. This notification will occur in class and will be effective for all students, whether present or not.

Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed in writing of any change. Where possible, two (2) weeks notice will be given.

**13. What happens if I am absent from class on the day final assessment task details are given?**

**(N.B. These will be in writing)**

You are always responsible for finding out and catching up on work missed in your subjects. This includes assessment task written notifications, notes issued in class etc. It is not the responsibility of the teacher to 'chase' the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The Head Teacher will make the final decision in these circumstances.

**14. What do I do when handing in a task done outside class time?**

- i. The student must present the task to the class teacher, subject Head Teacher or nominated teacher by **9.00am** on the due date. Do not assume the due time is negotiable; it is '**absolute**'.
- ii. In some instances the task will be common to all students in the Year. In this case an exception may be made to the 9.00am ruling (For example English oral task). In this situation students will be informed in writing of the due time and date.

The student will be required to sign a register indicating they have submitted the task.

**15. What are my responsibilities regarding submission of tasks other than written ones?**

Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked before submission.

**16. What is a non-serious attempt?**

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting even a basic/elementary level of achievement of the course outcomes or shows a non-genuine attempt can be regarded as a **non-serious attempt**, and registered as a zero "0" mark.

Students who make a **non-serious attempt** will be required to re-do/complete the task to a standard that meets the course outcomes as required by the Board of Studies. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark.

The Head Teacher may be involved in making a final decision in the case of a non-serious attempt.

### *PROVEN DISHONESTY*

In the case of proven dishonesty, such as cheating and plagiarism in the completion of an Assessment Task, the task will be awarded zero and treated as if it had not been submitted or completed.

#### **17. *Can I query results of individual assessment tasks?***

Yes, students can query aspects related to the task. However, any disputes over an individual task must be resolved within two (2) school days of the return of the task. Direct these queries to the class teacher. An appeals option is available through the Head Teacher and the Principal if the matter is unresolved.

#### Candidates' Evidence and Reasons Supporting Appeals

Relevant evidence might include information about:

- a) the school's stated assessment program
- b) the assessment program as actually implemented
- c) feedback given to the candidate about his/her performance in assessment tasks
- d) the adequacy of the procedures used in the school review
- e) the propriety with which it was conducted.

#### **18. *What is meant by 'Unfair Advantage'/'Malpractice' in examinations/Assessment Tasks?***

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all exams:

#### ***Exam Information (Examinations include major school exams and class tests/assessment tasks.)***

- Students may not borrow any equipment from any person during an examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teacher, during an examination.
- The penalty for communication or attempted communication will result in the loss of all marks for an examination.
- If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. Do not leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
- Mobile phones are not to be brought to examinations.

The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed.

#### **19. *What is meant by 'Unfair Advantage'/'Malpractice' in assessment tasks?***

If a student has been found to have gained an unfair advantage by:

- a) plagiarism
- b) gaining help from other student/others
- c) submitting work of others as their own.

**Or** for any reasons contained in the exam information, a zero '0' mark will be awarded.



**20. *Can I complete class or assessment tasks at home?***

Some assessment tasks in different courses require that *all* the work on the task is completed under the supervision of the class teacher. Other courses require lesser degrees of supervision. Students must clarify the supervision requirements of each task undertaken.

In courses where it is a requirement to complete tasks under teacher supervision it is the right of the teacher to register a zero "0" for the task if this basic requirement has not been met or has been violated.

The teacher should not be expected to provide extra time out of normal course lesson times to allow students to complete teacher supervised tasks.

**21. *What happens regarding assessment and satisfactory completion in COMPETENCY-BASED COURSES?***

Students in these courses do not have a formal assessment program involving set assessment tasks. Instead, satisfactory completion requires students to achieve certain *competencies* within the course being studied.

It should be noted however, that where a student has not successfully completed any modules, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

**22. *Is Work placement mandatory?***

Any student undertaking a VET course has a mandatory work placement requirement to be completed by the end of the HSC year. Students are usually required to attend a placement in Year 11 and then an additional one during Year 12.

Students are required to have completed and returned all forms pertaining to the work placement to their teacher at least one week prior to starting the work placement. The work placement will be cancelled and students will be responsible for negotiating their own work placement at a suitable time.

**23. *What are the requirements for students undertaking a school based apprenticeship or traineeship?***

Students completing an apprenticeship or traineeship will be required to complete a number of on the job hours, TAFE and maintain their school assessment requirements. Students will also be completing a Work Journal and Logbook as part of the Industry Based Learning course. The journal will be submitted to the supervisor at least once a term for checking.

**24. *How will my progress in the HSC Course be 'reported'?***

Students will receive two reports. A Mid-Course report during Term 2, following Half Yearly exams, and a final course report which will be issued in Term 3, following the trial HSC.

N.B. Where students are not making genuine attempts towards satisfactorily completing a course, notification will be given in writing to parents/guardians.

## SCHEDULE OF TASKS AND REPORTING

At the conclusion of each assessment period the school will report the Assessment Rank for each course attempted by a student. The Assessment Rank will be based on marks gained for all Assessment tasks to the given point of time, as reflected in the mark accumulated by a student.

Although students know their mark for each task completed, the school is not permitted to report any total Assessment Marks to students. At all times, the final Assessment mark is to remain confidential, since school marks are subjected to a state wide Moderation process.

This interim ranking will not be subject to review and cannot be altered by students requesting that Assessment tasks not previously submitted be considered.

### **25. WHAT ABOUT STUDENTS WHO CHANGE COURSES/SCHOOLS/REPEAT?**

The Board's policy in these situations can be summarised as follows:

#### **A. CHANGING SUBJECTS/COURSES**

- A student may not change a Subject for the HSC before the end of Term 2, Year 11 without the permission of the Principal.
- A student may not change a Subject in Term 3 without the permission of the Board. This action is not recommended.
- A student may change a Course up to the end of Week 1, Term 1, Year 12. A course change is possible only where there is overlap in content and teaching method and a smooth transition is possible  
e.g. 2U Advanced Course to 2U Standard in the English subject area.

Where a student makes such a change, their Assessment for the HSC may be based on practical information only.

#### **B. CHANGE OF SCHOOL**

- For students who transfer before mid-Year 11 (or before the School Assessments commence) no action is necessary. The student would simply be assessed with all the other students in the course at the receiving school.
- For students who transfer between the commencement of assessments in a particular course and the final date for HSC entry in Year 12, the receiving school is to prepare final assessments based on those tasks which the students complete at the receiving school. The Principal may also take into account any information forwarded from the sending school.
- For students who transfer schools between the final date for HSC entry and the time that schools are required to submit assessments, the student's moderated assessment will be determined using the scaled examination performance of the sending school.

C. **REPEATING**

- For students who repeat Year 12, an assessment will be made which is based on their work in Year 12 of the repeat year only.
- There are special conditions now in place under the Pathways document where students may repeat in certain subject courses only rather than the whole HSC course.
- Students should note that UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.

26. ***Marking of Oral and Performance Tasks.***

Joint marking or oral and performance tasks will be developed within faculties to ensure validity and reliability.

**ORDER OF MERIT CARDS**

A sheet for each student detailing that student's rank within the school group for each course will be made available to the student on request at anytime after the final HSC paper. The Order of Merit should be determined prior to the deadlines for any Review of Appeal.

**BROKEN HILL HIGH SCHOOL**

**ILLNESS/MISADVENTURE FORM**

**ILLNESS**

**MISADVENTURE**

This form is to be used only when a student has not submitted, completed or been present for an Examination or Assessment Task.

***Tick the appropriate box.***

Name:..... Course:.....

Number of Task:..... Nature of Task:.....

Due Date:..... Due Time: .....

I declare that I was absent from school on ..... and/or failed to complete, submit or be present for: an examination/assessment task (delete whichever is not applicable) for the following reasons:

.....  
.....  
.....

*The following documentary evidence is attached (eg: doctor's certificate, funeral notice, letter from parent or guardian explaining/supporting misadventure criteria, etc)*

.....  
.....

The school was contacted by phone  yes  no *date of contact*:.....

Student's signature:.....

Parent/Guardian's signature:.....

Date:.....

DECISION:.....

.....  
.....

HEAD TEACHER'S SIGNATURE:..... DATE:.....

PRINCIPAL/DEPUTY'S SIGNATURE:..... DATE:.....

## **REVIEW AND APPEALS**

A student has the right to ask for a review of their HSC Assessment Ranking. This review can only be based upon:

- The rank order placement is indicated on the individual sheets provided to students, and;
- Feedback on performance during the course.

Students who consider their placement in the rank order is not correct should approach the Principal and request a review of their placement by the School's Review Panel.

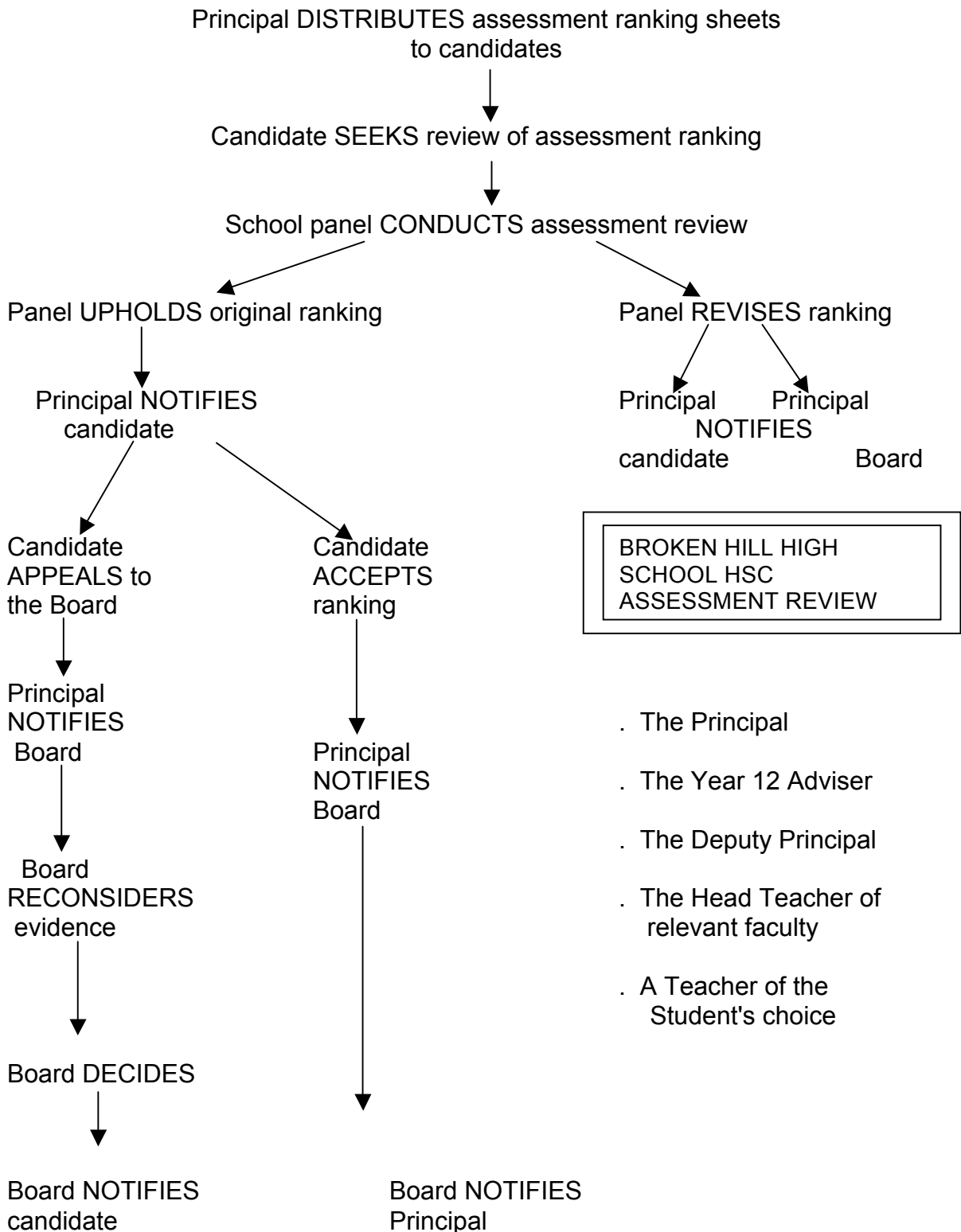
In conducting an assessment review it is necessary for the school to ascertain whether:

- (a) the weightings specified by the school in its assessment program conform with the Board's requirements.
- (b) 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;
- (c) there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

A student will be informed of the outcome of the review of their assessments and they will be advised of the provision for subsequent appeal to the Board. The advice on this appeal to the Board should include the grounds for appeal.

**PROCEDURES FOR APPEALS AGAINST ASSESSMENT RANKINGS**



## **APPEALS TO THE BOARD**

Where possible, all reviews will be resolved within the school. Provision has been made, however, for subsequent appeals to the Board. There is no provision for appeal against the marks awarded for individual assessment tasks. The Board will consider only whether:

- (a) The school review process investigated all areas required, and;
- (b) The conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, the Board will not itself revise assessment marks or the order of merit.

If the appeal is upheld, the Board will refer the matter back to the school for a further review. The results of that review may affect the assessment of the candidate making the appeal and/or the assessments of other candidates. This will then be reflected in the moderated assessment marks for all candidates so affected.

Candidates are not to submit assessment tasks, and/or claims about the marking of assignments as these are not subject to review or appeal.

The Principal is also required to make a Report to the Board in the case of any appeal.



## Broken Hill High School Assessment Task

### YEAR 9-12 SUBJECT

Assessment Task Title: ..... Task Type: .....

Student Name: ..... Class: .....

Weighting:           %   Task No.

<b>Due Date:</b>	Term:	Week:	Date:	Day of Cycle	Date Issued:
Submission Instructions:					
Lessons allocated in class:					

### Task:

In order to undertake this task you need to:

Plagiarism Student confirmation - In placing a tick in the space provided you are indicating that this is all your own work.

This is all my own work. I have not plagiarised the work of others.

Student Signature: .....



Penalties: Years 9-12

*Failure to satisfactorily complete this task by the due date or if absent on the day, the next day at school, will require you to submit a school illness/misadventure form to the relevant Head Teacher for review of your situation or a mark of zero will be awarded.*

**Glossary of Terms:**

### Marking Guidelines

Criteria	Mark/Grade

Marker:	Signature:	Date:
Result: O H S B L	OR	/ 15

OUTCOMES	O	H	S	B	L	NYA