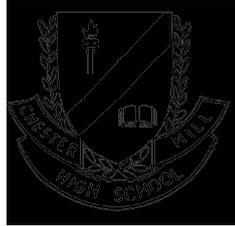


Chester Hill High School

Strength in Unity, Excellence in Education



Higher School Certificate

Year 12

Term 4, 2018 – Term 3, 2019

Assessment Handbook:

**Assessment Policy and Subject
Assessment Schedules**

HSC Assessment Information for the 2019 Higher School Certificate

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Chester Hill High School

Strength in Unity, Excellence in Education



YEAR 12 STUDENT & PARENT/GUARDIAN AGREEMENT

I have read the **Chester Hill High School Student Assessment Policy Handbook** and understand that:

- All assessment, including informal tasks such as classwork and homework will be used in assessing my progress.
- Regular attendance plays an integral role in my ability to meet course requirements and learning outcomes in each of my subjects.
- **I must sign to acknowledge receipt of an assessment task every time I receive a notification.**
- **I must keep a copy of all tasks I submit.**
- I must ensure that I receive a receipt upon submission of my task.
- All work submitted by me is entirely **my own work**.
- I will **follow the referencing guidelines** as set out on the school's website or in the School Diary.
- I must meet all assessment deadlines as set out in the schedules for each of my subjects.
- If I miss an assessment task due to illness, I will provide the Head Teacher with a **doctor's certificate (not backdated) on the first day of my return to school**.
- If there is no valid reason supported by appropriate documentation for missing a task, I will receive a zero mark for that task and an 'N' Award Determination letter will be sent home. The task must still be completed in order to meet course outcomes.
- If I receive an 'N' Determination letter, **I must attend the Homework Centre on Tuesday, Wednesday or Thursday afternoons until the task is completed.**
- If I receive two 'N' Determination letters in a course, I will have an interview with the Deputy Principal and my parent/guardian to discuss the issue.
- If I submit assessment tasks electronically, **I must receive a reply email** from my teacher to confirm the task has been received.



.....
I understand that failure to meet my obligations as a student of Chester Hill High School may compromise my progression into the following year.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: _____ Year: _____

Student signature: _____ Date: _____

I acknowledge that I have received and read the Term 4, 2018 – Term 3, 2019 Assessment Policy Handbook and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook.

I will support my child in meeting their obligations as a student of Chester Hill High School and I understand that failure to do so may compromise their progression into the following year. I will make travel arrangements for my child at 4.30pm after the Homework Centre.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Please return slip to the Deputy Principal or place it in the box for your relevant year.

Principal's Message ...

This handbook has been produced to give you and your parents some useful information about the Senior Assessment Policy, Assessment Schedules and requirements at Chester Hill High School. While the Higher School Certificate has traditionally prepared students for tertiary education at University, Technical and Further Education (TAFE) and other such institutions, our courses now cater for the increasing number of young people who wish to complete six years of High School and intend to pursue direct entry into the workforce. Chester Hill High School is offering a choice of three pathways of study in the senior years.

- Higher School Certificate (HSC)
- Higher School Certificate with Australian Tertiary Admissions Rank (ATAR)
- Bridging Course for new arrivals to Australia

To be eligible for the HSC, students must study 12 units in the Preliminary course and a minimum of 10 units in the HSC Course.

The HSC with an ATAR refers to the study of specific subjects in order to allow an ATAR to be calculated. The ATAR is a rank designed to be used only for university selection.

Students may elect to gain a NON-ATAR HSC. This option still allows them entry into TAFE courses and employment after Year 12. Students will be eligible for the HSC despite not receiving an ATAR. If any parents would like further clarification on either of these pathways to the Higher School Certificate, please contact the school on 9644 1099 and make an appointment to discuss their queries with the relevant Deputy Principal or myself. An information session will also be provided to update parents on key information related to the final stage of the HSC course.

I hope that you will find the information in this handbook useful and that it helps you prepare effectively for your HSC.

My sincere best wishes,



Ms Z Dabaja
PRINCIPAL

Section 1: Senior School Expectations and Information

An introduction to a different way of learning

It is generally recognised that older students learn more effectively when:

- they have as much choice and control as possible over their own studies;
- they have the opportunity to work alone but with guidance;
- they enjoy a variety of teaching and learning techniques and experiences;
- they understand how learning happens;
- they are responsible for their own learning.

At Chester Hill High School, the senior school is structured to allow this to happen. **We have:**

- students studying TAFE subjects, attending TAFE at the timetabled time.
- NESA requirements for the HSC qualification monitored by teachers in each subject.
- a Homework Centre, staffed by teachers, that operates in the library on Wednesdays and Thursdays from 3.15pm – 4.30pm and on Tuesdays, 2.30pm – 3.30pm for ESL students.
- HSC Tutorial Support (free to students) in a range of subjects before and/or after school and during school holidays.
- timetable flexibility which allows students with **study periods** the flexibility to work in the Senior Learning Centre, in the Library or at home. These are periods when formal lessons are not timetabled. Year 12 students do not need to be at school if they are not timetabled for a lesson at the end of the day. Students with study periods in the middle of the day **MUST** remain at school.
- the Senior Learning Centre which provides students access to the internet and a qualified teacher to assist them with their assessments and study skills.

Study Expectations of our Senior Year 12 Students

It is important that students understand that while they have greater independence and flexibility than junior students, it is expected that due care and responsibility will be exhibited by all senior students.

Students **ARE** expected to -

- be safe, respectful learners who belong at Cheso.
- be responsible, self-disciplined and a credit to their school (this is particularly important when driving to school or in the public eye).
- wear complete school uniform at all times, including travelling to and from school and on school activities.
- wear their school uniform in the appropriate manner.
- maintain our high standard of behaviour by following all school rules and responsibilities, be polite and considerate and be seen as role models for junior students by setting a good example.
- be self-disciplined enough to work and be motivated independently.
- apply themselves to their studies to the best of their ability.
- be on time for each class (because of HSC requirements for application to studies).
- be at the whole school assembly on Mondays, even if they do not have a timetabled lesson Period 1.

During study periods, senior students MAY NOT -

- be in the playground playing games or go to the canteen.
- interfere with PE lessons.
- disrupt the learning of any other student within the school.
- loiter in cars or in areas near the school.
- drive cars on to school grounds or be a passenger in a student-driven car.
- leave school grounds to go to the shops or for any other reason without parental consent.

Attendance

The Deputy Principal and Head Teacher Administration will monitor students' attitude, academic performance and attendance. If there are any concerns, parents will be notified and parent interviews will occur to discuss issues and privileges may be withdrawn.

- Students are expected to attend school on time every day in order to meet the requirements for their HSC courses. School begins at 8.50am with a warning bell at 8.45am. Students who are late to school more than five times per term will have their parents contacted for an interview.
- Students are expected to attend all timetabled lessons.
- Students must remain on the school grounds all day, including recess and lunch. The school canteen is available for recess and lunch.
- If a student is absent because of illness or for some other acceptable reason –
 - (i) A note stating the reason for the absence must be brought to their Tutor Group teacher on the first day of return from absence; or
 - (ii) A doctor's certificate.
- A doctor's certificate **MUST** be supplied if absent for an assessment task; this must be provided to the Head Teacher of the faculty **the next day** the student returns to school after their absence.
- Truancy means that valuable work is missed as the student has not been in class. Parents will be notified and letters sent home.
- Attendance may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- Any long-term leave during the senior years may result in a student not progressing to the following year. Any request for holiday leave **MUST** be approved by the Principal prior to going on leave.
- Leave will not be granted during examination periods, unless there is a known medical condition.
- Student absences are recorded on student reports – documenting both whole day explained and unexplained absences and partial day explained and unexplained absences.
- A child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates on a full-time basis in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work.

STUDENTS MUST MAINTAIN AN ATTENDANCE RATE ABOVE 85% TO FULFILL HSC REQUIREMENTS. Extended absences must be justified by a doctor's certificate.

Flexible Attendance – Study Periods

- Students may be granted the **privilege** of flexible attendance in the second term of Year 12, subject to conditions. This is authorised by the Principal and Deputy Principal, provided students **consistently** follow school rules and expectations.
- Students must scan in at the front office **upon arrival** when they have flexible attendance and similarly scan out in the afternoon.
- When scanning, students with flexible attendance will need to show their official timetable to the office.
- Students must be on time to school – they should arrive at least 20 minutes prior to the lesson on the timetable.
- When a student has a timetabled study period during the school day, they must study quietly in the **Senior Learning Centre**. Students' whereabouts must be accounted for at all times, particularly in case of emergency.
- Students with incomplete/unsubmitted work will have their flexible attendance revoked. Study periods must be used productively. Consequences will be administered if they are not.
- Once students have arrived at school, they are not allowed to leave the school premises again throughout the day – unless they have an authorised leave pass from the Head Teacher Administration.
- Flexible attendance privileges will be withdrawn if a student truants, persistently arrives late or lends their flexible attendance timetable to another student.
- In case of an evacuation during a flexible study period, students are to evacuate to the oval and sit in their roll call line.

Medical Appointments

It is expected that, whenever possible, all medical/dental appointments will be made outside of school hours. If time is taken away from school due to medical appointments, please request a doctor's certificate where appropriate to present to the school. This includes all early leave requests for medical or dental appointments. A doctor's/dentist certificate must be submitted to the roll call teacher or office the following day, otherwise the absence will be recorded as 'unjustified'.

TAFE (External Delivery of Vocational Education Training (EVET) Attendance)

TAFE has strict rules regarding attendance to courses. Students will be putting their Higher School Certificate at great risk if they do not meet TAFE course requirements.

A student's attendance at a TAFE course **WILL** affect their Higher School Certificate. The Careers Adviser, Mrs Patrizi, coordinates all TAFE applications. Students must:

- attend all TAFE classes. **TAFE classes take priority over everything else. This includes examinations, assessment tasks, excursions etc. Where clashes occur, it is the responsibility of the student to make alternate arrangements with their subject teacher.** If problems are not resolved, see the Careers Adviser;
- complete all set assignments;
- complete work placement where relevant;
- attend all meetings, as they are called.
- behave in an appropriate manner, while on public transport and at TAFE;
- have their attendance card signed every week by the TAFE teacher. This will be the student's record of attendance; and
- **scan out at the front office each week when leaving for TAFE.**

NOTE:

- (1) The majority of TAFE courses will conclude at the end of Term 3.
- (2) Students may not study a course at TAFE or Distance Education if it is available to be studied at school.
- (3) Most courses require a work placement component to be completed by students. The school must be informed of these arrangements and students are still required to complete work in their other subjects.

Senior Course Requirements

The senior courses are based on a number of periods for each course. A 1-Unit course equals 4/5 x 50-minute periods per cycle and a 2-unit course equals 9 periods per cycle.

To be awarded the HSC, a student must successfully complete all requirements for each course and a minimum of 12 units of Preliminary courses and Sport and 10 units of HSC courses.

Students may elect to undertake additional units of study via TAFE, Distance Education or Saturday School as part of the HSC. These units of study may not be substituted for units at school.

At Chester Hill High School, all students study 12 units in Year 11 and a minimum of 10 units in Year 12 at school. Saturday School is in addition to this. This can only be varied with written permission from the Principal or Deputy Principal. It is expected that, if a course is offered at Chester Hill High School, students must enrol in the course at school. Enrolment in some courses at TAFE is not permitted.

In Year 12, a student may only reduce the number of units studied for the HSC from 12 units to the minimum requirement of 10 units with parental consent. Students and parents complete a **Change of Subject Form**, indicating the course they wish to discontinue and a change in the number of units. Students may also elect to change their HSC pathway to a NON-ATAR HSC.

When a change of HSC pathway, from ATAR to NON-ATAR, is requested, the parent will be contacted by the Deputy Principal to confirm their approval and knowledge of the requested change.

Examinations and Reports

The school has one formal examination in Year 12. This is the Trial HSC Examination in Term 3.

The majority of HSC Examinations are held in Term 4. HSC Performance Examinations in Drama, Dance and Music and Language Speaking Exams are held in Term 3.

Reports are issued twice a year to provide parents with the following information:

- Student's progress and attitude in various subjects;
- Teachers' feedback on students' achievement; and
- Student's examination result, examination rank and course rank.

Students are reminded of the importance of school reports and the need to keep filed copies of all school reports, as these may be required for job interviews.

HSC Major Works

Some students will be required to produce Major Works for their specific subject as part of the HSC. Such subjects are Textiles, Society and Culture, Industrial Technology and Visual Arts. Major Works are usually due in Term 3 and can only be commenced at the beginning of the Year 12 course. These Major Works are externally assessed by NESA and the subject teacher will be able to provide details of these projects. As they are externally assessed, they have specific non-negotiable deadlines for completion.

Learning Charges

There are learning charges for Years 7–12. These are used to supplement government funding and make possible such purchases as library books, photocopies of worksheets, reports, sporting equipment, musical instruments and textbooks. There is also a technology cost towards computer software/hardware resources, etc.

The learning charges are expected to be paid by the students in Term 4, 2018 and no later than Term 1, 2019. This allows for appropriate resources to be purchased.

Textbooks

Senior students may require many textbooks. These are supplied by the school and may be taken home. These books are expensive and must be cared for. Students will be asked to pay the cost of replacing books if they are lost or damaged.

The Student Representative Council (SRC) and Prefect Body

All Year 12 students elected into the SRC (Student Representative Council) are elected as Senior Prefects. They represent their peers and coordinate whole school fundraising events and other activities. Prefects are involved in activities that enhance and support student wellbeing and the community. They volunteer in the Library, assist juniors with work and assignments, support students from the IEC and chair whole school Monday Assemblies and other formal assemblies.

All proposals made by the Student Representative Council (SRC) must be presented to the Leadership Deputy and approved by the Principal.

SRC students have the opportunity to contribute to the decision-making processes at Chester Hill High School. Prefects develop their confidence through the development of their leadership and public speaking skills.

Driving Guidelines

Students are only permitted to drive to school following the submission of a signed permission note from parents that includes car make, model and registration details.

Students are only permitted passengers who have signed permission from their parents to be passengers in one designated car. Only one non-family member is permitted to be a passenger at any given time.

Students who drive to school **MUST NOT** park within the school grounds. They should **not** obstruct our neighbours' driveways and **must** observe the restricted parking areas around the school during school hours. Police do make regular visits to the school and may take note of vehicle activities in the area around the school. **Students are not permitted to go to their cars during the day.**

Mobile Phone Policy

School Policy and Best Practice advises that students should **NOT** bring mobile phones/iPods to school. The school takes NO RESPONSIBILITY for lost or stolen phones/iPods.

Students who do bring Phones/iPods to school must follow the DoE (Department of Education) guidelines and the School's Mobile Phone Policy as outlined below.

- ✓ Mobile phones and iPods **must be switched off** and placed **in the student's bag** during school hours. School hours commence from the time they enter school grounds in the morning until they exit the school grounds at the end of the school day OR the conclusion of their last scheduled activity in the afternoon beyond standard school hours.
- ✓ Earphones must not be visible at any time.
- ✓ Mobile phones must be out of sight during school hours. They are not to be used for checking the time, as every classroom has a clock.
- ✓ Mobile phones cannot be used for any reason. If a parent needs to contact their child, they can do so through the front office and a message will be sent to the child. If a child requires assistance or needs to contact a parent they should report to the office

Failure to comply with the policy will result in the following actions by staff:

- If the student uses or touches a phone in class or in the playground, the phone is taken by the teacher.
- The teacher will hand the phone to the office and **parents** will need to come to the school to collect the phone.
- Every time a phone is confiscated and brought to the office the student's name will be recorded.
- The phone will be kept by the school for a period of time equivalent to the number of phone infringements by the student in a calendar year. ie:
 - The **first** time the phone is confiscated, it may be collected by the parents on the same afternoon. (1 day)
 - The **second** time the phone is confiscated, it may be collected by the parents the following day in the afternoon. (2 days)
 - The **third** time the phone is confiscated, it may be collected by the parents 3 days after it was confiscated. (3 days)

PLEASE NOTE that any phone confiscated after midday will be kept overnight, in addition to the number of days outlined based on the number of offences.

- If this behaviour continues, then the student may be suspended for continued disobedience and non-compliance of school rules.

- Complete refusal to hand over a mobile phone is an act of disrespect towards staff members, disruption of school activities and non-compliance of the school rules and the school policy, leading to more serious consequences, including suspension.

Student Services

Year Adviser

Students are encouraged to discuss any problems that they may be having at school with their Year Adviser. This can include problems with learning difficulties, relationships with other students or teachers and personal problems.

The Year Adviser gathers information about students' progress and behaviour from the teachers. Parents can make an appointment with the Year Adviser to discuss their child's progress. The Year Adviser is responsible for developing the self-esteem of students by encouraging and recognising the good work of individuals.

Careers Adviser

The Careers Adviser can give students information, guidance and counselling about ...

- careers and courses;
- subject selection for students who want to continue with further education;
- work experience;
- part-time Traineeships;
- school delivered Vocational Education courses (VET);
- TAFE Delivered Vocational Education courses (EVET);
- apprenticeships/traineeships;
- the world of work;
- resume and cover letter writing and the preparation of a portfolio;
- making the transition from school to work;
- links to employers; and to local community partnerships.

Senior students should check their Department of Education (DoE) email as a *CAREER NEWS ISSÚE* will be sent to them every month. This will contain valuable information. Other important notices and HSC information, including the HSC timetable, will also be sent to each student's DoE email. Students should start a good practice of checking it regularly.

To start researching careers students have access to www.jobjump.com.au, an online resource website. Password: *frog*.

Transition Adviser

The Transition Adviser provides students with advice about alternative pathways while at school and guidance with subject selection and career choices. The Transition Adviser, along with the Careers Adviser, interviews all Year 12 students to assist them with developing a plan for their future whether at university, TAFE or work.

If students have any concerns about their progress at school and are uncertain about which pathway to follow to achieve success, they should make an appointment with the Transition Adviser. Many students are also referred by their Year Adviser and Deputy Principal.

The Careers and Transition Advisers work closely to support and guide students in their final year of schooling to assist in their transition beyond Year 12.

Head Teacher Welfare

The Head Teacher Welfare coordinates student welfare programs to promote awareness of welfare issues and assists all students with any problems which they feel they need to discuss or solve. The Head Teacher Welfare is available at any time for interviews and special requests. Parents can also make appointments with the Head Teacher Welfare.

Library

The school Library is available to all students from 8.00am until 3.15pm Monday to Friday. The Homework Centre operates in the school library from the end of the school day on Tuesdays until 3.30pm (with a focus on ESL support) and on Wednesday and Thursday afternoons from the end of the school day until 4.30pm. The Library provides books and magazines to read for pleasure and general interest, as well as, books, encyclopaedias, magazines and pamphlets to support your studies. There are a number of computers available for student use. The Library has the facility to provide internet usage for students using their DoE student log-in.

Students must have their ID card in order to borrow books. Senior students may borrow up to six books per cycle. Videos/DVDs may be borrowed overnight by senior students. One photocopier is available in the Library at a cost of 5 cents per copy. Colour photocopying is 30 cents per copy. Students must go to the library counter to place money on their ID cards to photocopy or print.

School Counsellor

The School Counsellor is trained to help students when they have emotional problems. Students can ask the Counsellor for help when they have problems in ...

- their friendships with others;
- preparing for examinations; or
- their relationship with teachers or parents.

Appointments to see the Counsellor may be made by students, their parents/guardians or their teachers, by contacting the Counsellor or the Deputy Principal.

Computer and Internet Usage at School

Students have access to computers and the internet in the Library, before school, during Recess and Lunch and after school hours at the Homework Centre.

Senior Learning Centre

Senior students have access to the internet and computers in the Senior Learning Centre (SLC). This centre is open to students during their study periods. The SLC is staffed by a qualified teacher to assist and support students in their studies. Students **MUST** go to the SLC when they have a study period. If they need to borrow books during this time, they must get a permission note from the teacher in the SLC to go to the Library.

Students are expected to treat school equipment with respect and follow the DoE Online Communication Services Policy regarding the use of the internet and online communication. Any student found misusing computer facilities at the school will have their privileges removed and parents will be contacted.

Section 2: Requirements for the Higher School Certificate and Record of Achievement

This section deals with the specific requirements for eligibility for the award of the Higher School Certificate Record of Achievement.

Eligibility

To be eligible for the award of the Higher School Certificate students must:

- (a) have gained the RoSA and all Preliminary courses or such other qualifications as NESA considers satisfactory;
- (b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- (c) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; that is, if students wish to be awarded the HSC, they must have studied a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC must include the following:
 - at least 6 units from Board Developed Courses;
 - at least 2 units of a Board Developed Course in English;
 - at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses);
 - at least 4 subjects;
- (d) sit for and make a serious attempt at the requisite Higher School Certificate external examinations;
- (e) complete the mandatory work placement for any VET courses studied.

Credentials

- (a) The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.
- (b) The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course. For each Board Developed HSC course (not including VET, or EVET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

If the student elects to sit for the examination(s), the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination(s), these courses are reported without a mark. An examination mark is reported for the Board Developed TAFE delivered courses. The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

- (c) Course Reports are issued to students for every Board Developed HSC course (except VET courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

- (d) Higher School Certificate Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by NESAS. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate testamur. The Result Notice is a cumulative record which lists the courses satisfactorily completed and the results achieved.
- (e) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by NESAS jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE-delivered VET courses, the certificate will be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.
- (f) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered VET courses the statement is issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework. Chester Hill High School is part of NSW DET South-Western Region RTO 90072. All VET courses are required to meet the standards of delivery for this RTO.

Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses:

Course Completion Criteria

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:

- (a) **followed** the course developed or endorsed by NESAS;
- (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.

"Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied." (*NESA Manual (ACE 8021)*)

At Chester Hill High School the attendance pattern required is a minimum of 85%. Any attendance which falls below 85% may jeopardise course completion.

Section 3: HSC Assessment Information

Why a School Assessment?

The school assessment allows for the measuring of ALL of the stated aims of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external (public) examination. The assessment allows for the assessing of a student's progress in Year 12 and is therefore not a guess of a student's performance in the final examination, the HSC. In particular it allows for the assessing of practical and oral skills, so important yet so difficult to examine.

What Should Students Know About the Assessment?

- The assessment will measure the student's achievement of the course outcomes.
- The assessment will measure examinable and non-examinable course outcomes.
- The assessment will be moderated against the school's performance in the external (public) examination.
- The weightings for the component parts of the course will vary from subject to subject, but not class to class.
- Students in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The other 50% will come from the HSC Examination.

The 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 a student achieves the minimum standard expected in a course, they 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 completion of the HSC, students will receive a portfolio containing –
 - The HSC Testamur (the official certificate confirming a student's achievement of all requirements for the award);
 - The Record of Achievement (this document lists the courses studied and reports the marks and bands the student has achieved).
- Course Reports: For every HSC Board Developed Course (except VET courses), students will receive a Course Report showing their marks, the Performance Scale and the Band Descriptors for that course. A graph showing the state-wide distribution of marks in the course is also shown.

When Will Assessment Begin?

The Preliminary Course will be assessed and the school will report the final assessment to NESAs as a Grade. A satisfactory assessment in Preliminary courses is necessary for progress to the Higher School Certificate. The Preliminary Course assessment **will not** contribute to the Higher School Certificate assessment. However, all students must have completed all assessment requirements for each course studied in Preliminary prior to proceeding to the HSC courses.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule. Students will be advised, **at least two weeks in advance**, of any task that is to be used for assessment purposes. They will be issued an Assessment Task Notification. In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or an estimated assessment may be

given. All students will be advised of the progressive ranking at the end of Year 11, midway through Year 12 and again before the Higher School Certificate begins. (Assessment in a VET course will not be estimated.)

Any students failing to complete 50% of the assessment tasks will have their name submitted to NESAs, which may result in the subject being deleted from their Higher School Certificate.

Assessment Task Information

Students must be informed in writing of -

- the assessment components of the course;
- the outcomes being assessed in each task;
- the date due at least two weeks prior to the task being due;
- the task and what is required; and
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance.

Reports will be given TWICE a year in a Progress Report format and end of course format.

Submission of Assessment Tasks

Assessment tasks **MUST** be submitted at the beginning of the timetabled lesson of that subject. Any changes to this rule will be clearly stated in the Assessment Task Notification issued by the faculty/teacher. Tasks completed at home must be submitted directly to the teacher. **Every written assessment task should have a cover sheet. In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal.** Students should ensure that they receive an official CHHS receipt slip for every task they submit.

In the case of all written assessment tasks, students are **required to keep a good copy of the submitted task**. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When this is required or permitted, the task may be submitted on CD, DVD or USB or by email. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task

Work for assessment must be submitted on time. If a student fails to do an assessment task, or to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task. The Head Teacher will contact parents/guardians informing them (by phone or letter) of the penalty involved. An 'N' Determination Warning letter will be sent home and parents/guardians will be asked to indicate that they have received this letter by returning the tear-off slip.

The student is still required to complete the task to meet course requirements. No mark will be awarded for the late task. If a student's attempt at a particular task scores zero then it is a matter for the teacher's professional judgement whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances estimate a student's marks based on other evidence.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Determination warning must be given in writing in time for the problem to be rectified, and alert the student to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, Non-Completion of Major Works at progress checks will be considered by the teacher and Head Teacher, as non-completion of requirements and NESAs policies followed. This may result in an 'N' Determination in the course.

Request for extension of a due date

If a student requires additional time to complete a task, negotiation **before the due date** must be made with the teacher or the Head Teacher. Students must apply in writing using the "***Extension of time for an assessment task***" form. This form is used when a student has a **satisfactory** reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The form must be handed in to the Head Teacher at least **three days prior to the task deadline**. The subject Head Teacher will decide if the reason stated is satisfactory.

The Head Teacher may consider a student's circumstances prior to an assessment task and a negotiated arrangement may be made. A student should not assume that an extension will be given to complete an assessment task.

Absence from an Assessment Task or Examination and Other Cases of Misadventure

Absence due to illness

Students must make every effort possible to be present at an assessment task or examination.

If students are absent on the day of an assessment task or examination, they **must ring and notify the school** of the absence before 9.00am.

Students must bring a valid doctor's certificate **immediately upon the first day of return, in order to verify absence**. Certificates must **not** be back-dated and **must be handed in on the day of return** to the relevant Head Teacher. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

Other cases of misadventure

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

A letter from a parent/guardian must be handed in to the relevant Head Teacher, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher will decide whether or not the student may do a similar task or instead be given an estimated mark. An estimated mark is based on information that the teacher has collected about that student's learning.

A misadventure application form must be completed, signed by the parent/guardian and handed in to the Head Teacher. These documents should be submitted to the Head Teacher **on the day of return to school**, or earlier in the case of a prolonged absence.

Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Front Office and Head Teacher on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

1. The paper will be marked along with all the others.
2. The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, it will be set aside and an estimated mark will be given instead.

In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise his or her professional judgement, using all available evidence of achievement, to provide for the most accurate estimate possible.

Illness or misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control should report immediately to their classroom teacher or the Head Teacher concerned. The Head Teacher will determine an appropriate course of action.

Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Plagiarism is copying someone else’s work and pretending that it is your own.

Malpractice may include:

- Plagiarism (copying someone else’s work and claiming that it is your work);
- Collusion (allowing someone to copy your work); or
- Forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

In the case of **cheating** or **using an electronic device**, the whole examination **will** be cancelled and parents notified.

The school attempts to assist students to avoid malpractice by:

- (i) Ensuring all students have completed NESAs ‘All My Own Work’ Program to be eligible for the HSC;
- (ii) Teachers constantly reminding students of good and ethical practice;
- (iii) Signs are displayed in appropriate areas, including the Library, explaining aspects of good practice.

It is a requirement of NESAs that any acts of malpractice be reported in a Malpractice Register on NESAs website.

School ‘N’ Award Procedures

To be eligible for the award of the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESAs. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESAs’s policy on satisfactory completion of course requirements. If course requirements aren’t completed satisfactorily, the following will occur:

Stage One – Warning No. 1

1. Classroom teacher sends an ‘N’ Award warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subjects only),
2. A new due date for the task is recorded on the letter.
3. Letter is signed by teacher, Head Teacher and Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a ‘zero’ mark recorded.

Stage Two – Warning No. 2

1. Classroom teacher prepares a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by Head Teacher and Principal and issued to parent(s)/guardian and student at an interview with the Deputy Principal. This is recorded on *Sentral*.
3. During this interview, parents are informed that if the work is not completed on time, then a warning letter No. 3 is sent and this will lead to unsatisfactory completion of the course if not completed by due date. This is recorded on *Sentral*.

Stage Three – Warning No. 3

If the student has not:

- redeemed the assessment tasks,
- completed course requirement, or
- completed 50% of course assessment tasks,

parents are invited for an interview with the Principal and Deputy Principal and informed that their child will not meet requirements in that subject for the HSC if he/she doesn't complete the required work by the allocated time on the letter. This is recorded on *Sentral*.

Stage Four

- If the student hasn't completed the work required by the due date on Warning Letter No. 3, then a parent meeting is organised with the Principal and Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
- Parents will have the option to appeal this process to the school Principal and if the Principal declines, then parents may wish to appeal to NESAs (see pages 21-22).

Disability Provisions

A student may be granted disability provisions if they have:

- visual or auditory difficulties;
- learning difficulties;
- fine motor difficulties;
- illnesses such as diabetes;
- ongoing injuries that will impact on your ability to complete an assessment task;
- psychological difficulties.

(Parents/guardians are responsible for providing all documentation and informing the school of their child's disability.)

Successful applicants will be granted provisions that are appropriate as determined by NESAs or the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESAs, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions in the School

Some disability provisions, such as the provision of a writer and/or reader, require resources which may, at times, be difficult for the school to provide. Students in senior years will have a reader/writer from Year 10 or Year 11.

1. For extra time for assessment tasks (such as in-class tests), a student should notify their teacher as soon as they receive their assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. Once NESAs approve disability provisions, arrangements are made with NESAs officers and the parents/guardians and student(s) will be notified.

Higher School Certificate and Record of Achievement Appeal Process

Students may appeal to NESA if there are circumstances beyond their control that may have affected their performance at an examination or in preparation for an examination or a Major Work.

Illness/Misadventure Appeals Policy

Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately prior to or during the Higher School Certificate Examination, and which were beyond their control, diminished their examination performance.

If the appeal is upheld, the student will be awarded the higher of either his/her scaled examination mark or moderated assessment mark in the courses involved.

The illness/misadventure appeal provisions are open only to those students who have had an assessment mark submitted for the course in question.

The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

Lodging the Appeal

All illness/misadventure appeals relating to written examinations are to be lodged before the date shown in the timetable. Those relating to oral or practical examinations must be submitted within one week of that examination or submission date.

Appeals submitted after the closing date will only be considered in exceptional cases. Appeals initiated after the examination results are issued will not be considered in any circumstances.

Appeal forms will be sent to Principals and presiding officers and supervising teachers/examiners at examination centres before examinations commence. Full details of submission procedures are given on the form. Principals should provide the appeal forms to students on request and should make every attempt to explain the procedures. Principals should not dissuade students from lodging appeals.

NESA recommends that, where at all possible, students should attend examination sessions. NESA does not, however, expect students to attend an examination against specific documented medical advice. Where students are in doubt they are advised to contact the principal.

Grounds for Appeal

- The scaled examination mark is intended to be a measure of a student's performance in the examination. Therefore, an appeal must relate to illness or misadventure suffered at the time of the examination that has affected the student's performance in the examination.

Appeals may be in respect of:

- (a) illness or accident, that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination (for example, influenza, an asthma attack, cut hand);
- (b) misadventure, that is, any other event beyond the student's control which allegedly affected the student's performance in the examination (for example, death of a family member, disruption at the examination centre or a faulty examination paper).

The provisions of the appeals process do not cover:

- (a) matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities (there may be cases involving interruption to the completion of the work or loss of materials prepared by the student for submission which the board will consider, for example, major works stolen or destroyed by vandals);
- (b) matters that could have been avoided by the student (for example, misreading of timetable, failure to enter for the examination in a course). In such instances Principals should, however, advise NESAs of such events in writing;
- (c) long-term illness such as glandular fever, asthma and epilepsy — unless there is evidence of a 'flare-up' during the examination (chronic illness is not in itself an acceptable basis for an appeal).

Evidence

In all cases, NESAs requires evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the examination. Supporting evidence from any source is acceptable but a student's appeal must include:

- (a) a statement from the student explaining how he/she was affected in each examination session;
- (b) a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance in the examination may have been affected. In cases of misadventure, evidence from other sources (for example, police statements and/or statutory declarations explaining how the student's performance in the examination may have been affected) should be provided with the date and time of the occurrence and subsequent events;
- (c) a presiding officer's report that outlines any observable signs noticed by the supervisor during each examination;
- (d) a statement from the student's School Principal. This should contain reference to the student's preparation for the examination, general attitude and any other information deemed relevant to the genuineness of the appeal. Such a statement is of particular importance in cases where the student was absent from the examination.

Group Appeals

When the entire course candidature of an examination, or a significant proportion of it, is affected by illness or misadventure, principals need to submit a Group Appeal Form.

Principals should complete the appropriate section of the form, or attach report detailing the incident and its effect on the performance of those students involved. If the illness or misadventure was in a particular examination session, a photocopy of the seating list for that session, indicating which students, if any, were absent should be included. If the appeal is in relation to the whole school candidature, a copy of NESAs's list of students by school should be included. Specific students who the Principal considers have been particularly disadvantaged should be identified. These students should be encouraged to submit an individual Illness/Misadventure Appeal form. In instances where a small proportion of the course candidature is submitting appeals on the basis of a common misadventure, each student involved is to submit an individual Illness/Misadventure Appeal form. Each form should be cross-referenced and include a list of all other students involved in the incident, and refer to the original Principal's comment.

Non-completion of Course Requirements – ‘N’ Determination Appeals Policy

Introduction

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on the following bases:

- (a) Student appeals against ‘N’ Determinations;
- (b) Student appeals against assessment rankings in HSC courses.

Principal’s Delegation

The Board has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs.

Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Any course for which the Principal makes an ‘N’ Determination will not appear on any NESAs credential. Students who receive an ‘N’ Determination in any Preliminary course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements.

Students who receive an ‘N’ Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year. In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 per cent of available marks.

Warnings

If at any time it appears that a student is at risk of receiving an ‘N’ Determination in any course for any reason, the Principal must advise the student of the possible consequences of an ‘N’ Determination in a course on Higher School Certificate eligibility. The Principal must:

- (a) advise the student in writing in time for the problem to be corrected;
- (b) advise the parent or guardian in writing (if the student is under 18 years of age);
- (c) request from the student/parent a written acknowledgement of the warning;
- (d) issue at least one follow-up warning letter; and
- (e) retain copies of the warning notice(s) and other relevant documentation.

Principal’s Determination

The Principal’s Determination is the initial decision made by the principal under delegated authority from NESAs. The criteria used in making determinations are provided in Section 11.4 of this manual. Where a principal has determined that a student has not satisfied NESAs requirements in a course, the Principal must advise NESAs on the appropriate schedule.

Completion of Appeal Forms

The Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESA will review appeals only on the information submitted with the School Review Principal's Report form and the Student Appeal form. No further information will be sought, thus copies of all warning letters must be provided.

If a student does not wish to appeal, the Principal's Determination form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination form, the Student Appeal form and the School Review Principal's Report form should be retained at the school. Notification must be sent to NESA so that the 'N' Determination can be removed. Principals are to complete and send to the Board the appropriate page of the School Review Principal's Report form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination form, the Student Appeal form, the School Review Principal's Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA. The appropriate forms relating to 'N' Determinations must be submitted to NESA by the dates specified in the timetable.

Section 4: Vocational Education & Training (VET) Courses

Definition of a VET course

A course is regarded as a VET course when it meets all of the following criteria:

- It is designed to meet industry training needs.
- It has industry support in course design and delivery.
- It is based on national training packages where available.
- It is derived from national industry standards where available.
- It is written and assessed in competency-based terms.
- It provides a clearly defined pathway through recognition by TAFE and/or industry.
- It is credentialed by NESA and is nationally recognised through the Australian Qualifications Framework;
- It is delivered and assessed by a Registered Training Organisation (RTO).

Vocational Education Courses Available at Chester Hill High School

These courses include:

- Business Services
- Construction
- Retail Services
- Hospitality

Students will be informed of the following aspects of the course by their teacher in class:

- Course requirements (specifics are provided at the beginning of the course due to the evolving nature of the training packages);
- Work placement information;
- Assessment procedures (not all subjects are included in this booklet);
- How to obtain a unique Student Identifier (USI) code required by all VET students across Australia .

1. Completion of Course Requirements in a VET Course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the Principal should follow the same procedure as for any other HSC course.

2. VET Assessment

Competency Assessment

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency based assessment. Students are assessed as either **competent** or **not yet competent**. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency based assessment determines the vocational qualifications that a student will receive.

External Assessment – HSC Examination

This is an optional examination and can be used **for inclusion in the ATAR** as a 'Category B' subject. This examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications. Check with your VET teacher for more information.

The estimated mark for NESA will be made up of 40% Mid-Course Test and 60% Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

3. Credentialing Courses in the VET Curriculum Frameworks

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet using NESA course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved. Students can access their own information by logging on to the NESA website.

4. Credentialing TAFE Delivered VET Content Endorsed Courses

TAFE delivered VET courses will be reported on the Higher School Certificate, Record of Achievement without a mark. Instead, reference will be made to separate documentation. Providers of these courses are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet.

The Record of Achievement will report only the primary descriptor of the TAFE delivered VET course title. Students receive additional documentation from TAFE which provides more detailed information regarding the TAFE subjects studied and results obtained.

5. Work Placement

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the NESA mandatory course requirements. It should be noted that if a student fails to undertake any **mandatory work placement** component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' Determination. For the award of a Preliminary HSC Certificate, the successful completion of 35 hours work placement is required by NESA. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, 240 hour course = 70 hours work placement.

For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course – they must have satisfactorily completed their work placement. This is a requirement of NESA. For most students, this will not be a problem as they may be able to complete their work placement at any time during the school year prior to the HSC Examinations.

Work placement opportunities will be offered to all students by the school. **It is the student's responsibility** to be ready to attend placement offered and refusal to complete placement may result in an 'N' Determination. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement. This may require 4 – 6 weeks' notice in order to organise a suitable placement. Travel to and from the work placement is the student's responsibility.

6. Recognition of Students' Employment for Work Placement Purposes in a VET Course

Students' outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course either -

1. under NESA Policy on the Recognition of Prior Learning (RPL) for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor, or
2. if undertaken concurrently with the VET course, the employment must meet the following conditions:
 - The minimum length of employment should be greater than the minimum hours of work placement;
 - The student should undertake the employment during the duration of course;
 - The workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment;
 - The primary purpose of the employment function is related to the industry area of the course;
 - The enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
 - Where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings. Generally, only half the hours for a course will be considered.
 - Student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements.
 - Where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.
 - Under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

7. Recognition of Prior Learning (RPL) for VET Courses

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Chester Hill High School.

8. Students Transferring into VET Courses (regarding recognition of prior learning)

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures:

1. An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence.)

2. In assessing achievement of particular competencies, the assessor will need to make a judgement using performance criteria included in the training package (or assessment criteria in a non-framework course).
3. Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
4. If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

9. Students Undertaking Multiple VET Courses

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESA. However, they will be able to claim the “hours” credit for a unit of competency in *one* VET course *only*. This may impact on elective units to be studied by some students. Discussion with your class teacher will help clarify this situation.

10. VET Appeal Process

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

Step 1:

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

Step 2:

Written appeal with evidence to be presented to VET Coordinator.

Step 3:

A panel of HT/VET Coordinator as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

Step 4:

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.

11. Unique Student Identifier (USI)

General Information

Everyone who undertakes nationally recognised training needs to have a Unique Student Identifier (USI). The USI is required so that students can be issued with a credential outlining their VET achievements.

The Unique Student Identifier (USI) will allow students to access their own online USI account where all their training records will be stored. A USI gives students access to their online USI account that is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5. The student will use the same USI for all the training that they undertake throughout their life.

The Benefits of the USI System

The USI has many benefits for students including:

- Being able to get a complete record of their Australia-wide VET achievements from a single, secure and accurate online source from a computer, tablet or smart phone anywhere and anytime;
- Immediate access to all their VET records. This means they can be quickly given to employers, training organisations and others as proof of VET achievements;

- It will be easier for training organisations to assess students' pre-requisites, credit transfers and Recognition of Prior Learning (RPL). This can result in students taking less time to complete training and potentially reduce training costs.

The Student's USI Online Account

Students will be asked on the USI Student Declaration to identify their preferred way of contact. This can be by email, mobile phone or post. It is strongly recommended that student's select either email or mobile phone as their preferred method of contact. This will make it easier to create their online account and to retrieve forgotten passwords.

Students can manage their USI account from the Student Log In on the Student page on the USI website, www.usi.gov.au

Once a student has created their USI account they will be able to:

- Give their USI to each training organisation they study with;
- View and update their details in their USI account;
- Give their training organisation permission to view and/or update their USI account;
- Give their training organisation view only access to their transcript;
- Control access to their transcripts (official results notice); and
- View online and download their training records and results in the form of a transcript.

Assessment Schedules

for

All HSC Courses

2018 – 2019

These are issued to students by their course teachers. Students sign to acknowledge receipt of the Assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

The assessment of a student's achievement throughout the HSC course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of classwork and assessable tasks is mandatory for students to continue to the HSC Examination. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

STUDENT INSTRUCTIONS

- * *Ensure you have collected **all** Assessment Schedules for your HSC courses from your class teachers.*
- * *Refer to the Assessment Schedules for all your HSC courses.*
- * *Assessment Calendar: Tear off back page and highlight the assessment tasks for your courses. This will help you to see at a glance when tasks are due, and therefore, help you with your organisation.*
- * *Keep Assessment Handbook for future reference.*
- * **Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per NESAs regulations.**