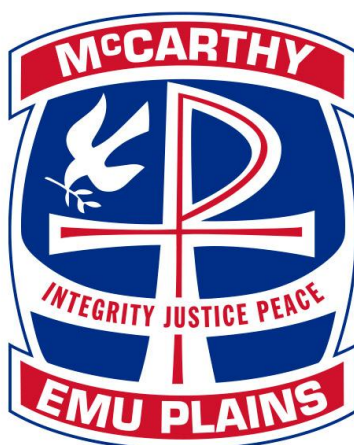


# McCarthy Catholic Trade Training Centre



## Year 11 Assessment Handbook

### 2017/18 Cohort

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## Introduction

This handbook outlines the Preliminary Higher School Certificate (HSC) Assessment procedures for McCarthy Catholic Trade Training Centre students and parents.

Students will complete 12 units of Preliminary Study in order to proceed to the HSC course. In the HSC year of study students must complete a minimum of 10 units. All students must study one of the following: Studies of Religion (2 units), Studies of Religion (1 unit) or Catholic Studies (1 unit).

The Year 11 Assessment Policy aims to ensure fairness, justice and equity for each student in the completion of all assessment tasks including exams throughout the Preliminary Course of Study.

Throughout Year 11 a variety of activities will be used to assess a student's knowledge and skills including class topic tests, assessment tasks, research assignments, oral tasks, practical work and formal examinations. It is most important that students realise the need to work consistently throughout the whole Preliminary Course.

**For students completing their Preliminary and HSC study in the Trade Training Centre, their subject selection has been predetermined during the enrolment process. Students will study a minimum total of 22 units over the two years.**

## The Purpose of Assessment

### THE REQUIREMENTS OF THE EDUCATION ACT 1990 AND AS PRESCRIBED BY THE NEW SOUTH WALES EDUCATION STANDARDS AUTHORITY (NESA)

The *Education Act 1990* provides for the Higher School Certificate to be awarded by the NESA to students who have:

- Gained a Record of School Achievement (RoSA)
- Attended a government school (or registered and accredited non-government school)
- Participated, to NESA's satisfaction, in courses of study which have been determined to be appropriate
- Completed those courses to NESA's satisfaction
- Undertaken the requisite examinations or other forms of assessment
- Complied with any requirements prescribed by the regulations or any requirements prescribed by the Minister or the NESA

## Assessment: A Standards-Referenced Approach

(Source: [www.boardofstudies.nsw.edu.au/hsc\\_assessment\\_policies/](http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/))

### An Overview

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

In the context of the Preliminary Course a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes
- multiple measures and observations made throughout the Preliminary course rather than a single assessment event.

It is a requirement of the school assessment program that for each course they teach, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 11 and each has a weighting determined by the school within guidelines provided by the NESA. School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).



At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment grade for each student. These assessment grades are then submitted to the NESA which are recorded on each student's Record of School Achievement (RoSA).

### **What are Schools Expected to do?**

In summary, in a standards-referenced approach to Assessment, schools are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report grades to NESA.

## RoSA Information

### **NSW Record of School Achievement (RoSA)**

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965.

It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate, would be replaced by a broader cumulative record of achievement.

It is now much less common for students to leave school at the end of Year 10 to seek work or start apprenticeships. For those students, receiving their School Certificate was a natural 'exit point' from their school education.

For many people, completing Years 11 and 12 and getting a Higher School Certificate (HSC) was considered important only if a student wanted to enter university.

Much has changed over the last 45 years. Many more students want to stay at school to complete their HSC, and as a community we are encouraging that trend by increasing the school leaving age, setting national targets for school retention, and introducing more and varied courses.

Some students will still want to leave school before receiving their HSC. Currently, around 18 percent of students who complete Year 10 do not go on to receive their HSC. Students who decide to leave school during Years 11 or 12 deserve a record of their school achievements, presented in a way that is appropriate for the 21st century, and meaningful for them and prospective employers.

The RoSA credential will:

- Be a record of achievement for students who leave school prior to receiving their HSC
- Report results of moderated, school-based assessment, not external tests
- Be available when a student leaves school any time after they complete Year 10 from 'Students Online' on NESA website
- Be cumulative and recognise a student's achievements until the point they leave school
- Show a result for all courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy tests
- Be comprehensive and offer the ability to record a student's extra-curricular achievements.



## NESA Common Grade Scale for the Preliminary Course

A student's assessment achievement will link to the Common Grade Scale. There are five grades. Each one will contain a description of the achievement of the typical student's work at that level. These grades capture a student's achievement at the end of the course across all outcomes of the course. Below is the common grade scale.

<b>A</b>
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



## Assessment Requirements

### NESA Course Assessment Schedules

The **NESA Stage 6 Syllabus documents** state the components of the assessment in terms of groupings of syllabus objectives and the weightings to be attached to these components. These components and weightings are listed with each course's assessment schedule. This is to provide a variety of tasks and to cover all essential components of the course syllabus.

Students are informed through Part B of this booklet of the assessment requirements for each Preliminary course. This information includes:

1. The specific components and their weightings;
2. The nature of each assessment task (e.g. written test, assignments, field trip, practical work etc.);
3. The term in which each assessment task will occur;
4. The percentage value of each task; and
5. Conditions, which apply to student absence, late submission of work and failure to complete an assessment task;
6. The outcomes being assessed.

**Please see the Assessment in Vocational Education and Training (VET) section for specific requirements for VET Courses.**

The assessment period commences in Week 1 of Term 1 of the Preliminary Year, and finishes for most courses no later than Week 10, Term 3.

### Late Assessment Submissions

A NESA Warning Letter is issued immediately. This results in a parental/student interview with the Assistant Principal - TTC and the Leader of Learning - TTC.

Receiving a NESA Warning Letter is a serious matter and indicates students are **NOT** meeting the course requirements. The issue **MUST** be addressed immediately or achievement in the relevant course may be jeopardised. **If a student does not meet requirements in ONE Preliminary Course they may NOT be eligible to continue into the HSC year.**

### Marking Criteria

Marking Criteria are attached to all Assessment Task information, which clearly outlines the areas for assessment and the marks allocated. Students should always study the marking criteria carefully to determine how and what marks will be allocated in the assessment. This should be a point of reference whilst a student is completing their work and would be a useful student self-assessment tool on completion of the assessment work by highlighting each line of the criteria in the appropriate box.

### The Exam Rubric

The rubric is a statement of basic requirements for a student to follow when answering an exam question or an assessment task. They are not as detailed, specific or indicative of achievement as the marking criteria are. However, it is important that students take note of them in planning their answers.

## Assessment Procedures

### Assessment in the Preliminary Course

All students will receive an assessment notification to outline all of the essential information in relation to each assessment task for every course a student is studying at least 2 weeks prior to the 'in-class' assessment event, so students are able to effectively prepare.

'In-class' assessments may include (but are not confined to) the following forms of assessment:

- Exams (including all question types)
- Extended response/essay
- Short answer questions
- Reports and research work
- Analysis of graphs, videos/DVDs, recordings
- Critical analysis of artwork, music, etc
- Oral presentations
- Music performance

This model of assessment will allow students to focus on learning in class and the completion of homework. Students will also be able to practise performing under 'exam conditions' and learn how to respond positively in these circumstances.

Students will receive teacher feedback after each task that will assist them in improving their future performance in the course. Teachers will provide students with critical strategies that will enable them to build on their current course achievement. The Marking Criteria attached to the Assessment Information Cover Sheet will provide the main form of feedback for students.

Preliminary Assessment Tasks should have an **Assessment Information & Cover Sheet** attached. In-class tasks do **NOT** require a coversheet unless specified by the course teacher.

### Assessment Task Distribution

NESA mandates that an assessment must be issued to a student at least 10 school days prior to the due date. The assessment task will be posted on Google Classroom and a hard copy issued. In the event that a student is absent, it is the student's responsibility to check Google Classroom for the assessment notification and receive the hard copy of the assessment task upon their return. All students sign a student list for the course to acknowledge receipt of the assessment task.

### Student Organisation

Students should use a Learning Planner to organise their work so they have clear calendar entries indicating when assessment will be due. **Assessments handed in late without approval through illness/misadventure will receive a zero mark.**



## **Submission of Hand-In Tasks**

All assessment tasks must be submitted to the class teacher, Leader of Learning - TTC or as advised in online submissions. Tasks submitted after this time on the due date will receive a zero. If the task is not submitted, and student submission records indicate that the task has not been submitted, no discussion will be entered into about a claim that the assessment was submitted. Students may file for misadventure/illness if the task is submitted after the indicated submission time. This appeal will be judged on its merits and essential documentation must be attached at the time of submitting the form.

## **Late Submission – Penalty**

**Assessments handed in late without a valid reason, which is approved through illness/misadventure will receive a zero mark penalty. This is a clear rule set by NESA and must be applied to all students to ensure that all students are given the same, fair opportunity to complete/prepare for their assessment/s.**

## Student Assessment Procedures

The following assessment procedures will be implemented by all teachers at the College immediately and are based on the **NESA rules for Assessment**.

**Senior Students in Years 11-12** have completed the compulsory NESA 'All My Own Work' online module at the end of Year 10, demonstrating that they understand their responsibility in ensuring their assessment is completed in an honest and fair manner. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice and/or cheating.

### Exam Procedures

Students who break exam procedures regardless of the issue being cheating or not following directions risk being penalised. This may result in a consequence ranging from removal from the examination up to and including a zero mark being awarded and an N warning letter issued

#### Arrival to the Examination:

- This is a normal school day and you are **expected** to be dressed in **full school uniform**. If you are not in uniform, you may be refused entry into the examination room.
- Arrive to the examination room 10 minutes before the commencement of the examination.
- Wait **quietly** outside of the venue until you are instructed to enter. Remember there are classes around you and unnecessary noise **WILL NOT** be tolerated
- You will be required to line up in alphabetical order
- Be fully prepared for the examination. Some examinations require the use of specific equipment, for example geometry set, so it is expected that you supply your own. The school will not supply such equipment.
- Have your pens (at least 2 **black** only), pencil, rubber, calculator and ruler out of your pencil case and in to your hand. It is advised that you place these items in a clear see through A4 display sheet. **NO Pencil cases are to be taken in the examination room.**
- If you arrive **LATE** to the examination, you will **NOT** be given extra time. Depending upon your arrival time, you may **NOT** be given permission to enter the examination room. This will result in a N Warning letter for that subject.
- Bags, books, summary notes, food and drinks are not permitted in the examination room.

#### In the Examination Room:

- **A student entering an exam is prohibited from carrying electronic media devices.** Bring either in a small clear bag or display sheet with your name on it, which is to be left with the teacher at the front of the room (turned off) or leave it outside the exam room.
- On entering the examination room you are **NOT** permitted to speak – unless to a staff member and then only when directed to.
- Your examination desk has been allocated to you. You are **NOT** permitted to change your seating arrangement, unless directed by a member of staff. You must sit **facing the front** at all times. When seated, if you have any questions raise your hand and wait until a member of staff arrives, **do not call out.**

- At the commencement of all exams you will be allowed 'reading time'. During this time you are permitted to read the examination paper. **No one** may have a pen/pencil in their hand. Read ALL instructions carefully. After the reading time you will be instructed when you can commence answering the questions.
- During the examination you will not be permitted to borrow any person's equipment (pens, pencils etc). BE prepared.
- There is to be no speaking, laughing, reading out loud etc during the examination. This will incur a loss of marks.
- If you are caught cheating, you will receive **an N Warning letter with a zero mark for the examination**
- If you finish your examination early, check you work. No one will be given permission to leave the examination room early. Every mark counts so check your work thoroughly.
- If you need to go to the bathroom during the examination period, ask a supervising teacher by raising your hand. Your name and time will be recorded in the 'toilet register'. No one will be allowed to leave the room during the **LAST 5** minutes of the examination period. A teacher will inform you, when there is only 10 minutes to go before the end of the exam.
- **Students penalised for examination breaches may appeal in writing to the College examination and assessment committee.**

**ENGAGING IN ANY ACTIVITY THAT IS DISHONEST OR GIVES YOU AN ADVANTAGE IN AN ASSESSMENT OVER OTHER STUDENTS, WILL RESULT IN A PENALTY AND BE INVESTIGATED WITH SERIOUS IMPLICATIONS IF FOUND TO BE PROVEN.**

**THE COLLEGE ADHERES TO AND COMPLIES WITH THE FOLLOWING STANDARD:  
Honesty in Assessment – The Standard**

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Preliminary Course. Throughout the assessment process, the highest level of honesty is required.

All students in Years 11 have completed the compulsory 'All My Own Work' NESA online modules and are fully aware of their responsibilities morally and ethically in the completion of their work. There are severe consequences for dishonesty and unfair advantage.

Each student's mark or grade will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgment.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their course. Should malpractice be suspected, students will be required to demonstrate that all

unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

Any student found cheating, or assisting others to cheat, during a test, examination or assessment task, or who submits work found not to be his/her own, will be penalised and may be awarded a zero mark for that task. Work copied from the Internet or done by other people, including family, falls into this category. Taking someone else's work or ideas and passing them off as one's own is plagiarism and is a very serious offence. Significant plagiarism would immediately put a student in danger of non-satisfactory completion of coursework or assessment requirements.

If a student makes a **non-serious** or **non-genuine** attempt (including answers which contain frivolous or objectionable material) he/she will automatically score a zero and this will be deemed as a **non-attempt**. Parents and students will be notified in writing should this occur.

Students may be asked to present an oral summary or give a practical demonstration of the work submitted, and be prepared to answer questions about their work. It is the role of the course teacher and Leader of Learning - TTC to verify the validity of the student's assessment work.

Any student who deliberately disrupts an assessment task or whose behaviour affects the work of another student during a task, is liable to be given no marks for his/her performance in that task.

These requirements should be read in conjunction with Board syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.

## Examples of Dishonesty and Unfair Advantage

The following malpractices may result in a zero mark being recorded for an assessment task:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Bringing in written notes on your person to an assessment.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance based subjects without appropriate acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aids during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.



- Use of mobile phone or technological device (including leaving this turned on during an assessment task)

The College will review any case of suspected malpractice and determine an appropriate consequence for proven malpractice. A zero mark should be considered for that task. A substitute task may be administered with significantly different supervision. Whatever approach is taken the penalty will be appropriate to the seriousness of the task.

**Note:** *It will be considered an UNFAIR ADVANTAGE if students absent themselves from programmed classes and/or school activities such as carnivals etc. to study/prepare for assessment tasks.*

## Assessment Responsibilities for Stage 6 Students

In summary, students in Stage 6 are responsible for:

- Completing each assessment task to the best of their ability so that they demonstrate their maximum level of achievement;
- Completing all classwork to the best of their ability;
- Attending school for all classwork, assessment tasks and examinations;
- Ensuring that all work is handed in **on time**;
- Demonstrating through their effort and achievement, that they have met all the requirements of the course;
- Providing a medical certificate or other appropriate documentation where illness or misadventure prevents a student from attending, submitting or completing an assessment task to the best of their ability
- Initiating polite, respectful discussion about any concerns they have about marks/progress with the relevant teacher or Leader of Learning - TTC as they arise. Leaving concerns unresolved is not in the best interests of the student and any delay makes resolution of the issues difficult. Where such discussion concerns a completed assessment task, it should always occur immediately after a task has been returned.
- Students need to meet with the Assistant Principal - TTC if they have any major concerns regarding assessment, if they believe there has been an incident of unfairness or malpractice by students or staff. This is a responsibility of each student in order to maintain ethical practices in assessment at all times. Confidentiality and privacy are always respected in dealing with sensitive issues surrounding assessment.

### Malpractice

This is any attempt to gain an unfair advantage over other students.

NESA has now requested all schools maintain a malpractice register for all claims of dishonesty and/or cheating that are found to be substantiated after investigation.

### Computer/Electronic Malfunction

Electronic malfunction on home or school equipment includes: computer malfunction; email error; CD/USB malfunction; unavailability or malfunction of equipment eg a data projector for a Power Point presentation; complete printer malfunction; fax malfunction or lost fax; file lost in College Intranet from student account etc.

- It is a student's responsibility to save all assessment work in the event it is required at a later date by the course teacher.
- Students are not to seek help from Technology Technicians in the Library for such electronic malfunction. Students must take responsibility for the security of their electronic data well in advance of the due date for completion of an assessment task.
- Printer malfunction and/or 'running out of ink' are NOT considered to be acceptable reasons for Illness and Misadventure application.



## Requesting an Extension for Hand-In Assessment Tasks

In exceptional situations, **students** who believe they are **unable to meet the due date** for an assessment due to hardship or unforeseen circumstances that have impacted on their ability to complete and submit their assessment work should outline their situation in writing to the **Assistant Principal - TTC at least 7 days before the final date**. The Assistant Principal - TTC will interview the student and discuss the request for extension with the course teacher and Leader of Learning - TTC. The Assistant Principal - TTC will make a decision and this will be communicated to the student personally. A course teacher or Leader of Learning – TTC may not grant extensions to Stage 6 students.

**NOTE: IMPORTANT INFORMATION REGARDING POSTING, EMAILING OR FAXING OF ASSESSMENT**

The Assessment Notification stipulates assessment submission.

- A student should not send an assessment task by email or fax, unless this has been specifically requested by the teacher. Students will be notified by the course teacher and Leader of Learning – TTC if this is required.
- In the event that posting or emailing is the only option (e.g. if away travelling) students must use an Express Post envelope to send a task from home to school in an exceptional circumstance. This arrangement is for exceptional circumstances and should be arranged by the Leader of Learning - TTC, course teacher and the student with the approval of the Assistant Principal - TTC.
- In the case of lost mail/email/fax/USB, the student will be judged **not** to have submitted the task and awarded a zero mark accordingly.
- In exceptional circumstances a Leader of Learning - TTC and course teacher may give approval to accept a student's assessment via email or fax; the email or fax must bear the date due and if the email or fax fails and does not arrive at the teacher's email address or College fax, the student will be judged **not** to have submitted the task. The student should request a confirmation that the email or fax has been received. The Assistant Principal - TTC needs to approve this method of assessment submission. If there is an exceptional circumstance and a student is submitting by email or fax, the student must also provide a printed copy for the teacher on the next day the student is present at school. If the student fails to attend to this responsibility, the assessment may be awarded zero.

## Strong Recommendations for all Assessment

1. Be organised. Use a calendar or diary to see a month at a time. Write down your social outings, work, family commitments etc. and plan your assessments in order to finish them on time. A term planner is useful for long-term planning and organisation.
2. If you do not manage to complete your assessment task on time, make a photocopy of your work and hand in what you have. At least you will receive some marks for that rather than a zero for non-submission of a task. Then use your photocopy to help complete the task and hand the finished copy in, to meet the requirements of the course.
3. Begin the first stages of an assessment task the night you get it. Mark the due date on your term planner. Make sure you understand the task and see your teacher immediately if you don't. Start your collection of information as soon as possible if it is a research task.
4. Don't spend all your study time on assessments. Give time also to organising, revising and learning from your class notes, texts and resources. Plan for this.
5. Read the Marking Criteria closely and carefully for the task. Discuss this with your course teacher and clarify your understanding of what is expected and what you need to demonstrate in the weeks leading up to the assessment task when it is to be completed or submitted.
6. Evaluate your work when the assessment task is returned. Read the section on 'Feedback' and evaluate your performance based on this information.
7. There is no substitute for hard work. Reward yourself at key stages in your work when you have achieved short term goals or when you feel you deserve it.
8. Create study cards to prepare for your Assessment Tasks.

It is the student's responsibility to always make a copy of their assessment for safety and security reasons. Your digital copy may be requested at anytime by your teacher, Leader of Learning - TTC or Assistant Principal - TTC.

## SUMMARY OF ASSESSMENT PROCEDURE

Students are issued the Preliminary Assessment handbook.



Teacher gives the assessment task on the Assessment Information and Cover Sheet to students at least **2 weeks** before the Assessment task.



Students make sure they understand the task and either complete it before the due date or prepare for the exam assessment.  
**Submit illness or misadventure if you fail to do the task on the due date.**



For 'hand-in' assessments students attach the **Assessment Information and Cover Sheet** to the assessment task and submit to your class teacher or Leader of Learning - TTC.



For 'in-class' assessments students complete their assessment in class on the due date.

## Problems with Assessment - What should I do?

### Illness/Misadventure Provisions

Each assessment task measures student performance in relation to specified course outcomes. The assessment will not compensate for factors such as extended illness, misadventure or domestic problems, which may have affected a student's performance throughout the course. However, there are means of appeal students may access for extended illness. Students in this situation should see the Assistant Principal - TTC and complete the necessary documentation to validate.

Notwithstanding this provision, where a student fails to complete an assessment task through absence or is unable to present an assignment for inclusion in the assessment program, yet seeks a mark for the task, the student should complete and submit an Illness/Misadventure Form.

If the appeal is accepted:

- A substitute task may be undertaken
- An estimate will be awarded, in exceptional circumstances, and only if authorised by the Principal or Principal's delegate.
- The late task receives a mark.  
The following will be considered valid reasons for appeal for illness or misadventure:
  - Illness or injury supported by a Medical Certificate (a parental note is not sufficient)
  - Death/funeral of a member of the student's family. Newspaper notice needed.
  - Other exceptional circumstances at the discretion of the Principal (Principal's delegate) in consultation with the Assistant Principal TTC/or relevant Leader of Learning - TTC.

### Important Information Regarding Absence

1. If a student is absent on the date an assessment is due, the student must hand in that assessment to the class teacher or Leader of Learning - TTC by **8.50am on the first day of return to school.**
2. The **Illness/Misadventure Appeal Form (with Medical Certificate or Bereavement Notice)** must be completed and given to the Assistant Principal - TTC on the first day of your return to school.
3. If a student **is absent on the date an assessment is given out**, it is the student's responsibility to get the task and the teacher's responsibility to ensure students receive the task via Google Classroom.
4. If you are away on **the day** before an assessment is due or scheduled, you must bring a Medical Certificate to explain your absence. This is to ensure no unfair advantage is taken. Failure to do this may lead to you losing all marks for the assessment or a proportion of marks. If you are **absent for an exam**, your course teacher will organise an appropriate time for you to complete your exam. Also refer to *Dishonesty and Unfair Advantage*. **Failure to observe these requirements will usually result in a zero score for your assessment.**
5. Driving lessons and/or driving examinations for 'L's' or 'P's' are NOT an acceptable reason for absence during assessment weeks. A zero mark will be awarded to a student should this occur during assessment weeks or on the date of a 'hand-in' submission.

## Appeals Procedures

- 1. Illness and Misadventure (School Based Assessment)**

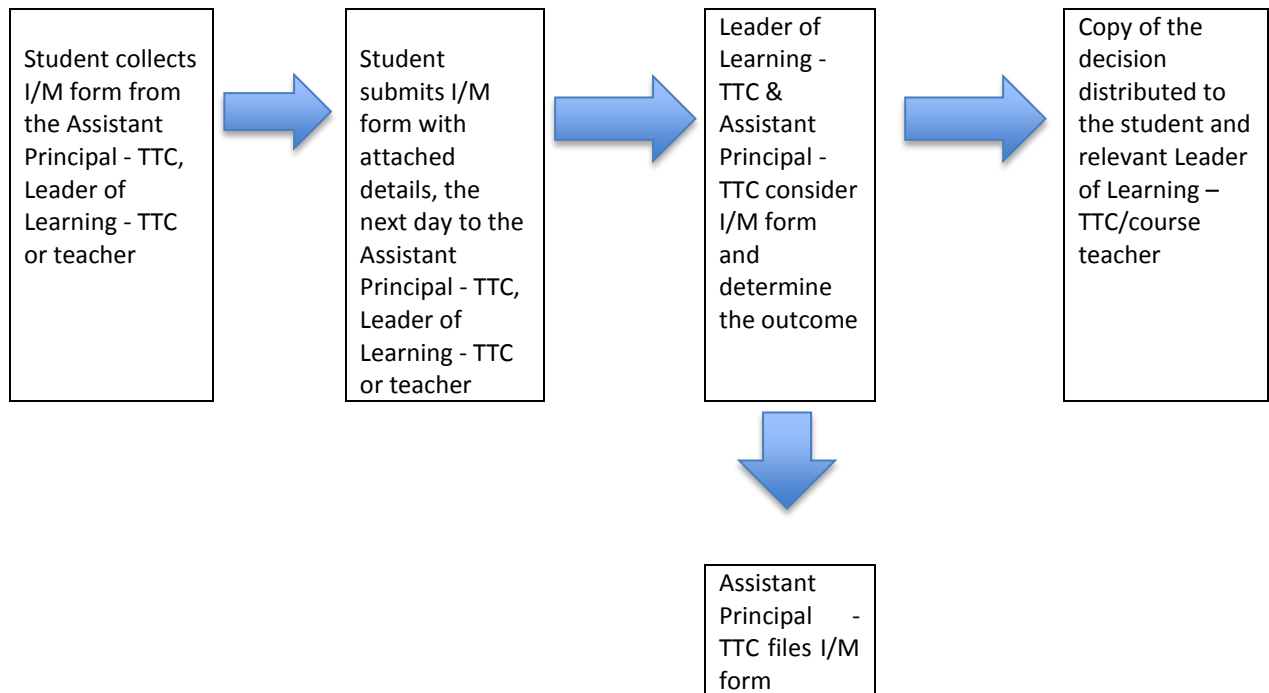
Students complete and submit the Illness/Misadventure form available from the teacher, Leader of Learning - TTC and Assistant Principal - TTC. The student will be notified of the result of their appeal in writing. Where appropriate the zero mark will be altered accordingly. See the illness/misadventure appeal diagram of this process. Copies of this notification are lodged in the student's file, with the student's teacher and with the Assistant Principal - TTC.
- 2. Marks Awarded for Individual Tasks**

Students may request reconsideration of the marks awarded for assessment tasks within 48 hours of the task being returned. Students will be required to complete an Assessment Appeal Form. The process of reconsideration will involve the teacher concerned, the Leader of Learning - TTC and the Assistant Principal - TTC.
- 3. Incorrect Process or Unfair Advantage**

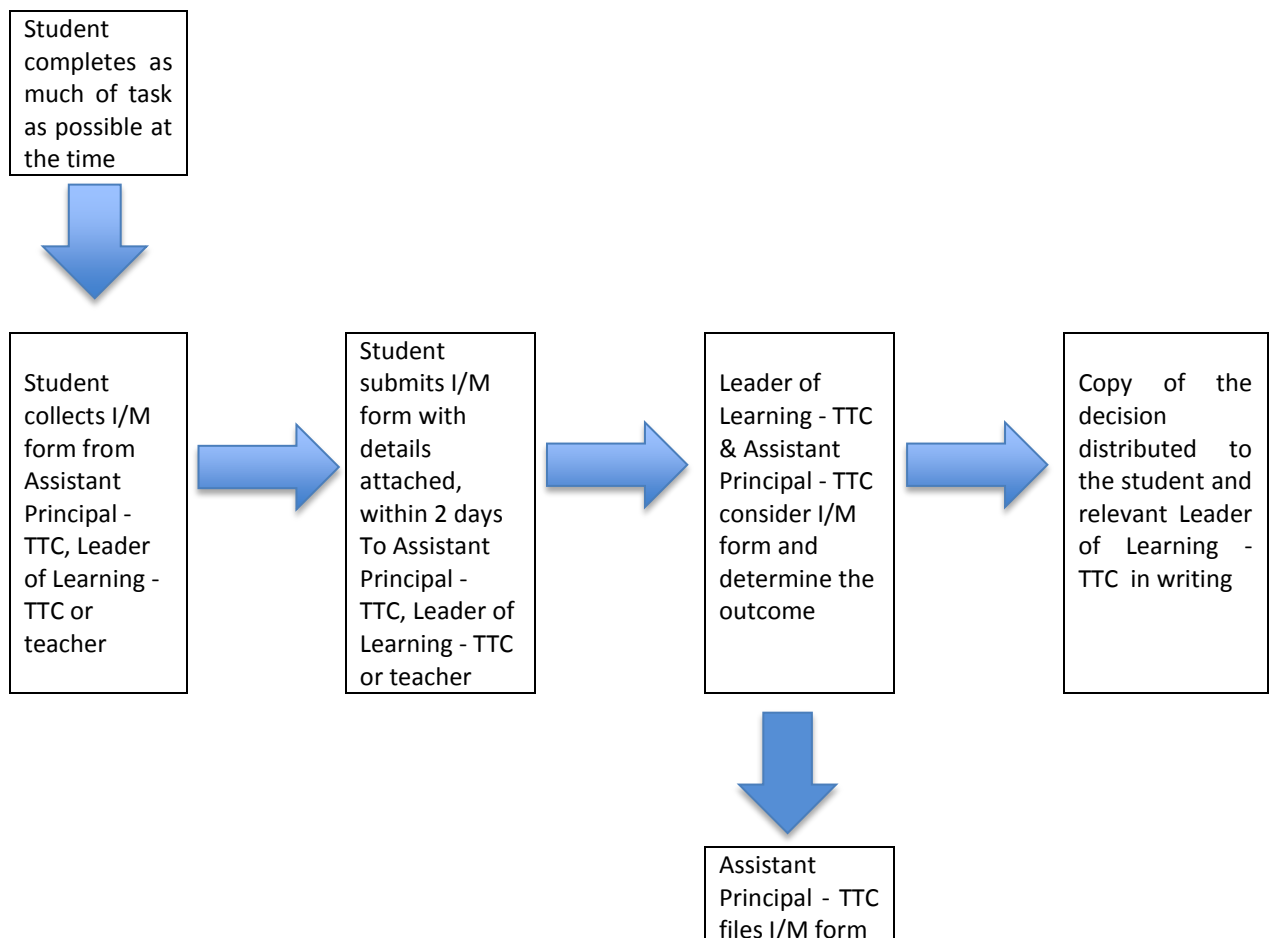
Students may appeal an assessment task or result on the grounds of incorrect process. This may include: not receiving the Assessment Information & Cover Sheet at least 10 school days before the task is due; one class being coached how to do the assessment and another class not receiving the same opportunity; a class not receiving the whole task e.g. marking guidelines missing; specified aspects of the teaching context in a particular class not being covered e.g. 'Students will revise the scaffold for the glossary term **evaluation**'. Should you wish to appeal some aspect of an assessment process or result, contact the class teacher and Leader of Learning – TTC. The Assistant Principal - TTC will interview the students, course teacher and relevant Leader of Learning - TTC to determine whether there has been a lack of correct process implemented, which means student/s may have been disadvantaged in achieving the results that they have the potential to possibly receive. The Assistant Principal - TTC may consult the College Leadership Team or Principal Leader in determining complex cases. The end result is communicated back to the student at all times when a decision has been reached.

## Illness/Misadventure Appeal Procedure

### ILLNESS/MISADVENTURE (I/M) APPARENT BEFORE DUE DATE



### ILLNESS/MISADVENTURE (I/M) APPARENT AT TIME OR AFTER DUE DATE

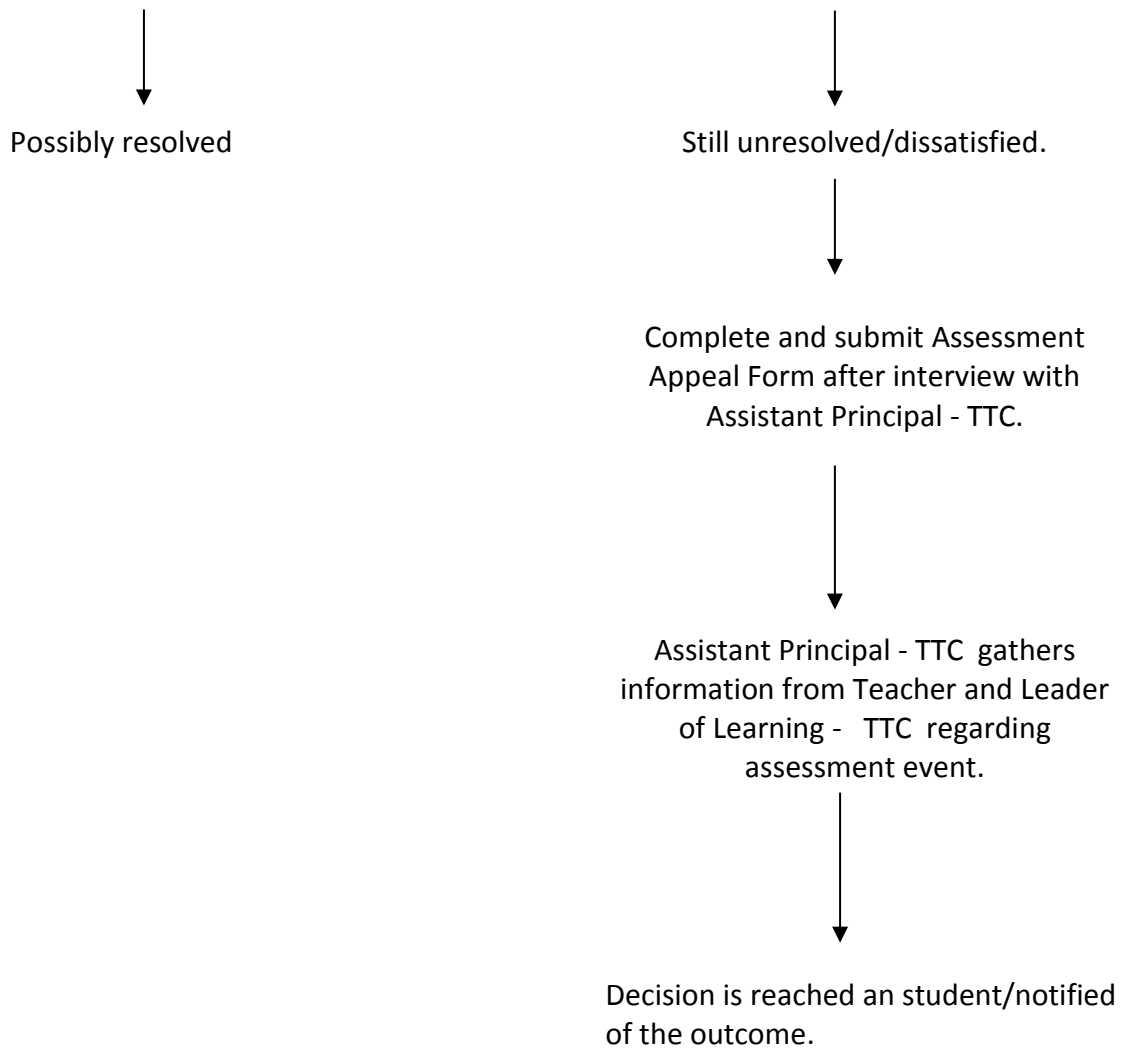


## Assessment Appeal Procedure

The appeal procedure exists in the event a student or students believe they have been disadvantaged unfairly

**A STUDENT WOULD LIKE TO APPEAL THE RESULT OF AN ASSESSMENT IF THEY BELIEVE THE PRINCIPLES OF ASSESSMENT WERE NOT FOLLOWED OR PRACTICED**

Student discusses the situation with the Assistant Principal - TTC, Leader of Learning - TTC or teacher within 2 days of Task return, who advises possible outcome or action



## Non-Submission or Non-Completion of an Assessment Task

To gain maximum advantage from the assessment program, a student must complete all assessment tasks. In any case where a candidate fails to complete an assessment task, a zero mark will be recorded for that task. The zero mark may be altered to the mark obtained for the task if an Illness/Misadventure Appeal is successful.

Where a student fails to complete assessment tasks totalling 50% or more of the marks available for a course, the Principal Leader **must** certify that the course has not been studied satisfactorily. When a course is not studied satisfactorily the grade will not be reported. This may mean that the student will not be eligible for the award of a Higher School Certificate.

### NESA Warning Letters

Warning letters may be sent at the discretion of the Assistant Principal - TTC in consultation with the Principal. This would follow a prolonged process of parental interviews and challenges to a student who is not completing the class and home tasks of a course because of unsatisfactory application and participation. In this case, the student would be showing little or no response within the above process and there would be clear documentation generated to support a judgement of an 'N' Award if this was necessary.

*Note: Even if parental contact is made after the third warning letter, the student may still be denied the course. The best way to avoid such worry is to do what is required when it is required.*



SMAPLE LETTER

**SAMPLE – NESA Warning Letter**

**NON-COMPLETION OF A  
PRELIMINARY 2017**

**1<sup>ST</sup> OFFICIAL WARNING IN \_\_\_\_\_**

Parent name and address

STUDENT'S NAME : \_\_\_\_\_

DATE : \_\_\_\_\_

DEAR \_\_\_\_\_,

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the Preliminary Course in \_\_\_\_\_

The New South Wales Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ **official warning** \_\_\_\_\_ have issued concerning \_\_\_\_\_

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

**Course Completion Criteria**

The satisfactory completion of \_\_\_\_\_ courses requires principals to have 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.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course Completion Criteria.

The 'Further Action Required' note below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.



Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely,

\_\_\_\_\_  
Assistant Principal - TTC

\_\_\_\_\_  
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by \_\_\_\_\_

**Further Action Required:**

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*Please detach and return to the Assistant Principal - TTC*

**Requirements for the Successful Completion of a Preliminary Course**

I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactory completion of \_\_\_\_\_

I am aware that this course may not appear on his/her Record of School Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

## Assessment in Vocational Education and Training (VET)

The VET course delivers dual qualifications for HSC and for industry and has dual assessment systems for these qualifications.

### 1. Competency Based Assessment

The VET course is assessed against competency standards. These standards are set out in Part B of the Syllabus for VET. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competencies is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in the VET course must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continual basis.

The techniques used for collecting evidence of competency may include:

- Workplace Performance
- Oral Questioning
- Tests or Examinations
- Projects
- Portfolios
- Written Task
- Demonstration of specific skills/knowledge

In competency based assessment students are either competent or not yet competent. Students in need of further training can be asked to be reassessed, however, reassessment must consider deadlines for internal and external reporting.

### 2. Standards Referenced Assessment

Students studying the VET course can choose to sit the HSC examination and may have one VET course mark count towards their ATAR. The External HSC examination for VET is optional. Students wishing to include their VET mark in the calculation of their ATAR must sit the HSC examination.

## Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.
- Students wishing to self-source work placement must discuss this with their teacher and the Leader of Learning Vocational Education and submit documentation.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of workplacement over the two years, otherwise they will not receive their HSC.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, so students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement ON TIME to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the Leader of Learning VET **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their completed **Work Placement Journal** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy** as it is proof as to how many hours were completed.

## VET Appeals Process

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning Vocational Education and Training (LOLVET) and bring your task with you.
3. The LOLVET will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
  - (a) A revised assessment by the teacher;
  - (b) A new assessment task for **part** of the disputed task; or
  - (c) A **full** assessment task to be completed in place of the disputed task.
6. If you are still dissatisfied, you will need to speak to the Curriculum Co-ordinator.

A form for VET Assessment Appeal Submission is provided on the next page.



**Catholic Education Diocese of Parramatta  
VET Assessment Appeal Submission**

Name: \_\_\_\_\_

Course: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

Assessor's Name: \_\_\_\_\_

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

**Grounds for appeal:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Outcome of appeal:**

\_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(To be filed with the class assessment record.)

**Office Use Only:**

Date Received: \_\_\_\_\_ Received By: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_ Decision: Upheld Rejected

## NESA Glossary of Terms

The NESA has published a list of skills, which students need to understand and be able to demonstrate through their assessment tasks. These terms are verbs and state what a student is to do in a task or assessment. These terms will be found throughout the outcomes of their courses and in the wording of their assessment tasks. These terms have the same meaning no matter which KLA course they are used in or which assessment task or which exam, including the questions of the HSC exam itself. Students should make good use of every chance to practise them and evaluate their efforts until they are confident they can demonstrate the skills across all their courses. These are also found in the College Diary and utilised by all course teachers in classwork and assessment tasks.

The NESA list is as follows:

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information

<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

### **IMPORTANT INFORMATION**

In recent years NESA is trending towards the use of new glossary terms into HSC examination questions, such as 'show how', 'to what extent' and 'why' or 'how'. Students should practise questions, which cover a wide range of glossary terms to ensure that they understand exactly what the question is asking them to do in their response.



# Assessment Notification and Cover Sheet



<< COURSE >>

<< STAGE >>

<<YEAR>>

*Assessment Notification and Cover Sheet*

<b>Unit Name:</b>	
<b>Task #:</b>	
<b>Type of task:</b>	
<b>Weight:</b>	
<b>Due Date:</b>	

### Outcomes

*What does the assessment cover?*

--

### The Assessment Task

*What do I need to do?*

--

### Instructions for the Task

*How do I present it?*

--

### How to do the Task

<b>Step 1</b>	
<b>2</b>	
<b>3</b>	



4	
5	
6	
7	
8	
9	
10	

Plagiarism Statement (Students must read and sign this section)

By submitting the task for grading and/or marking, I acknowledge the following:

- The work submitted is my own work (unless appropriate acknowledgement has been made).
- Where the work of others is used and not acknowledged, a finding of Plagiarism will be made and a zero grade or N/A will be awarded.
- I hold a copy of this assessment if the original is lost or stolen
- I am aware that this work may be reproduced and submitted to plagiarism detection software programs for the purposes of detecting possible plagiarism.

Student Signature \_\_\_\_\_

For YEAR 11 & 12 students: **LATE ASSIGNMENTS** or **ABSENCE** from **'IN-CLASS' ASSESSMENTS REQUIRE** the completion of an **ILLNESS/MISADVENTURE FORM** as per the College Assessment Policy.

## Frequently Asked Questions

### Absence

**Q. What if I'm away the day the task is given out?**

A. It is your responsibility to contact your teacher and your teacher's responsibility to get the task to you. Students should be aware of when assessments are due and be expecting the task at least 2 weeks before that date.

**Q. What if I am away for an in-class Assessment Task?**

A. Any student who is absent for an in-class Assessment Task must produce a medical certificate on the first day back after the absence. The student must then sit the task.

### Airport to see off or welcome someone

**Q. What if I have to go to the Airport to see off or welcome someone?**

A. This does not constitute grounds for appeal.

### Car breakdown/car accident

**Q. What if our car breaks down or you are involved in a car accident on the way to school?**

A. Ring the school immediately, deliver the assessment on arrival at school and file for misadventure. If you are injured or in shock, you would file for misadventure with an accompanying medical certificate.

### Cheating

**Q. What if I cheat in an exam?**

A. If you cheat in an exam (this includes writing on your hand, arms, legs etc, bringing anything into the exam room like mobile phone, notes, book etc) you will receive zero for the complete exam.

### Computer malfunction/electronic malfunction

See previous section

### Dual residence

**Q. What if I left my assessment task in another house because I live in two places or haven't been home for a number of days?**

A. This excuse cannot be used as grounds for appeal. Unless someone can get the assessment to school you will receive a zero for the task. You need to foresee this and be organised.

### Family member is in hospital or is seriously ill

**Q. What if a family member is unexpectedly taken into hospital or is seriously ill?**

A. Generally this would not be grounds for appeal. However, in some circumstances it could be - eg. a student's mother or father is taken to hospital. Students would then file for misadventure. In all such cases involving illness, a medical certificate is required. In this example there would need to be a letter from the mother or father's doctor.

### **Food and drink spilled in my bag**

**Q. What if my assessment was ruined by food or drink?**

A. This excuse cannot be used as grounds for appeal. You will receive a zero for the task.

### **Gave my assessment to someone else to hand in**

**Q. What if I gave my assessment to someone else to hand in but it has been lost?**

A. This is not grounds for appeal.

### **Handed it to a teacher**

**Q. What if I've handed the task to a teacher after my absence?**

A. Does not constitute grounds for appeal.

### **Holidays**

**Q. What if we are on holidays when a task is given out?**

A. It is your responsibility to find out before you go and make arrangements with your teacher. You must formally write to the Principal of the College requesting holiday leave.

**Q. What if we are on holidays when a task is due?**

A. It is your responsibility to submit the task on or before the due date.

### **Injured/ill partner dance/drama**

**Q. What if my partner in a group task is ill or injured when my assessment performance is due?**

A. In this case you would look for a substitute partner and file for misadventure. Your partner would be required to present a doctor's certificate.

### **Left the assessment at home/forgot it**

**Q. What if I forgot my assessment and left it at home?**

A. This excuse cannot be used as grounds for appeal. Unless someone can get the assessment to school by the indicated time, you will receive a zero for the task. You need to foresee this and be organised.

### **Lost my assessment**

**Q. What if I lose my assessment?**

A. This does not constitute grounds for appeal.

### **Missing materials**

**Q. What if someone takes or steals my materials for practical work eg a folder or timber?**

A. While the College may store such materials for a student, the College accepts no responsibility for the theft or misplacement of such materials. The College will make every effort to find out what has happened and recover the missing materials but ultimately the student is responsible. This cannot be used as grounds for appeal as a general rule. Exceptional circumstances eg. fire, would be an exception.

### **Packed books for the wrong week**

**Q. What if I packed books for the wrong week?**

A. This does not constitute grounds for appeal. You will receive zero for the task.

### **Plagiarism – copying someone’s work without acknowledging it – friend, article, website, book etc.**

**Q. What if I copy someone else’s work and don’t acknowledge it?**

A. If you plagiarise, you will receive a zero for the task.

**Q. What if I give my assessment to another student to help them and they copy it word for word and hand it in?**

A. Firstly, you should never do this. In this case you will receive up to a zero mark. The student who copies your work will receive up to a zero. Teachers do not miss seeing that assessments are identical.

### **Sick but no medical certificate**

**Q. What if I’ve been sick but have no medical certificate?**

A. This does not constitute grounds for appeal. You must have a medical certificate to accompany any appeal.

### **Sports training**

**Q. What if I’ve had extensive training for a sports team over a number of weeks?**

A. This does not constitute grounds for appeal.

### **Understand the task**

**Q. What if I don’t understand the task and realise this the night before the task is due?**

A. This does not constitute grounds for appeal. You are strongly advised to read the task and begin planning the very first study time you get after receiving the task.

### **Use of mobile phones/iPads**

**Q. Can I bring my mobile phone/iPad into an assessment room?**

A. No – the assessment rules clearly state phones/mobile devices MUST be turned off and placed in the student’s bag or handed to the teacher on supervision. The exception to this rule would be, if the task states the device is necessary.

### **Work placement**

**Q. What if I’m on work placement when the assessment is given out?**

A. It is your responsibility to see your teacher before you go to work out how to get the assessment as early as possible.

**Q. What if I’m on work placement when the assessment is due?**

A. It is your responsibility to submit the task on or before the due date.

**Q. What if I’m on work placement when an in-class assessment task is due?**

A. Before you leave you must see your teacher to arrange a time to do the task when you return from work placement. You must be there to do the task at that time.

### **Work shift finishes very late**

**Q. What if my work shift finishes very late and I don’t have time to finish the assessment?**

A. This does not constitute grounds for appeal.