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Part 1: Summary for Students

The following summarises what Class 10, 11 and 12 students need to be aware of:

1. Students are to complete and present all assessment tasks by the due date; and to be present for those assessment tasks held at Lorien Novalis School.

2. Students who are unable to attend Lorien Novalis School on the day of an assessment task, are to phone Lorien Novalis School and explain their absence.

3. Students who fail to submit an assessment task by the due date and who have not completed an Assessment Appeal Form or do not have appropriate documentation will be penalised.

4. If a student is absent from an assessment task (test, exam or assignment) is to speak to the Subject Teacher immediately on their return to school and submit an Assessment Appeal Form.

5. If a student is unable to complete an assessment task for reasons of injury, ill-health or misadventure, they will submit an Assessment Appeal Form.

6. A zero mark will be recorded for any assessment task which the student misses and for which an acceptable reason is not given.

7. It is the responsibility of the student to consult with the Subject teacher if the student experiences problems in fulfilling the course requirements.

8. It is the responsibility of the student to consult with their Class Guardian if the student experiences problems in interpreting this ROSA / HSC Assessment Handbook.
Part 2: Teaching staff with specific responsibilities related to ROSA and HSC Assessments

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<th>Position</th>
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<th>Email address</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Snr High School Subject Teachers and Snr Class Guardians related to RoSA and HSC assessments...

Kristina Jenkins: Geography, Science (Biology), Philosophy
Glenn Mawby: Class 12 Mathematics
Margaret Zhou: VET Entertainment
Angela Davies: Class 10 co-Guardian, Portfolio & Presentation
Tony Simnor: Class 10 co-Guardian, Physical education, History, SLR
Leanne Clark: Class 11 co-Guardian, Class 11 Mathematics
Stefan Jost: Class 11 co-Guardian, Science (Chemistry & Physics), VET Construction,
Norman Sievers: Class 12 co-Guardians, Portfolio & Presentation
Elli Grien: Class 12 co-Guardian, Philosophy
Sharon Rogers: English
Stuart Rushton: Philosophy
Part 3: What is the Record of School Achievement (ROSA)?

The Record of School Achievement (RoSA) is the new credential for all students, this began with Year 10 in 2012 – Year 11 2013, to recognise school achievement before receiving their Higher School Certificate (HSC).

1. Eligibility for the RoSA

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board’s curriculum and assessment requirements for the Record of School Achievement; (statements by the Board of Studies on Mandatory curriculum requirements are available from the website in the footnote1)
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

2. A cumulative credential – recognising all your academic achievements

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses:

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET course you complete in Year 11.

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3. Fair grades for everyone

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades

Teachers are very experienced already in determining grades based on your assessments.

When you leave school you take with you a record of your achievement. For secondary school students this culminates with the Higher School Certificate; however, your achievements begin to accumulate from Year 10.

Your participation and achievement in Years 10 and 11 have been documented in the form of grades awarded to you and recorded by the Board of Studies NSW.

4. Who receives the RoSA? And what do you receive?

The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.
- To receive a RoSA you will need to meet your school’s attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.
- The RoSA is the credential that formally recognises your school achievement if you leave school before completing the HSC.
- It is a cumulative credential that doesn't have an end of Year 10 deadline but records all results up until the time that the student leaves school.
- It is not a credential for everyone – it is specifically for those students who choose to leave school after the end of Year 10, but before they receive their HSC.
- The results shown on the RoSA are based on moderated (this is a process undertaken by the Board of Studies Teaching and Educational Standards) school based assessments – not external tests.
- Students who leave before the HSC and are eligible for a VET credential will receive this as part of their RoSA package.
- A student who goes on to achieve their HSC will receive their Year 10 results along with their Year 11 and Year 12 results in an all-inclusive HSC Results Package.
5. How to request a copy of the RoSA?

- Schools are responsible for requesting a RoSA.
- This is requested through the BOSTES portal – Schools Online.
- As part of the request process, schools should generate an eRecord and check the student’s course information is correctly recorded.
- This eRecord can be used as an interim result report until the formal RoSA credential arrives at the student’s postal address.
- At any time, all students in Years 11 and 12 can access an online eRecord to provide when seeking casual work.

6. Who receives a Transcript of Study?

- Students who are not eligible for the RoSA but leave school will receive a Transcript of Study.
- If a student leaves school early, they will receive a Transcript of Study that will list the Mandatory Course(s) for which an N-determination was given. The words ‘Not completed’ will appear next to each N-determined Course.
Part 4: Eligibility and the HSC

7. Eligibility for qualifications

Students enrolled at Lorien Novalis School who complete the following will receive an HSC that does not have an ATAR score:

- English course and all assessment tasks, and the eternal HSC exam
- Mathematics General 2 course and all assessment tasks, and the eternal HSC exam
- Philosophy course and all assessment tasks
- VET course, and competency tasks, plus 35 hours of work placement in each of Class 11 and Class 12
- SLR course and all assessment tasks
- Marine Studies course and all assessment tasks
- Portfolio and Presentation course and all assessment tasks

8. Is attendance at lessons compulsory?

Students are expected to attend lessons.
See the section on Frequent or Extended Absences for further information.

9. Are internal assessments compulsory?

Yes it is compulsory to complete internal assessments.
Please see the section on N-determinations for further information on not completing this work.

10. What are external assessments?

External assessments are assessments set by the Board of Studies (BOSTES). These are the HSC Exams.
For students wishing to gain a HSC (note it will not have an ATAR score) they are required to sit the following HSC Exams through Lorien Novalis School:

(1) Advanced English
(2) Mathematics General 2

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2 Note that the course combination offered at Lorien Novalis School will not allow Mathematics General 1 to be sufficient for students to gain a HSC
3 Note that the course combination offered at Lorien Novalis School will not allow Mathematics General 1 to be sufficient for students to gain a HSC
Part 5: Assessment Policy and Procedures

11. For 11/12: Internal Assessments

Note the only ‘external’ assessments currently applicable to Lorien Novalis School students are the English and Mathematics HSC Exams, which occur in Term 4 of your HSC Year (i.e. in Class 12).

All other assessments, currently applicable to Lorien Novalis School students are ‘internal’ assessments. That means that they are set by and submitted to Lorien Novalis School teachers.

The Board Developed Courses (BDC) that Lorien Novalis School offers are:

- English
- Mathematics
- VET (Vocational Education and Training)

The internal assessment mark is based on the Preliminary or HSC Course outcomes and will incorporate assessment components and weightings for each subject as given in the RoSA/HSC Assessment Schedule document which can be found on the Lorien Novalis School website.

The Board Endorsed Courses (BEC) that Lorien Novalis School offers are:

- SLR (Sport, Lifestyle and Recreation Studies)
- Marine Science
- Philosophy
- Major Works Course

The internal assessment mark is based on the Course outcomes and will incorporate assessment components and weightings for each subject as given in the RoSA/HSC Assessment Schedule document which can be found on the Lorien Novalis School website.

The VET courses currently offered by Lorien Novalis School are:

- Entertainment
- Information and Digital Technology
- Construction
- Kitchen Operations

The Industry Curriculum Frameworks courses will use a competency-based approach to assessing and reporting student achievement. This means that student achievement is assessed and reported against industry competency standards as prescribed in national training packages. Industry competency standards describe the tasks performed by competent workers in the workplace. Competence
incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. A unit of competency is broken down into elements of competency. These elements describe the aspects or components of competency. Each element of competency has a number of accompanying performance criteria. These criteria provide an outline of the actions required to be assessed as competent in the element of competency. All students will undergo competency-based assessment for their VET course. This process of assessment will be for the purposes of awarding a VET qualification and credit towards a qualification under the Australian Qualifications Framework (AQF) and for the award of the Higher School Certificate.

Student achievement in the external examination will be reported against a performance scale for that course.

12. For internal assessment, it is important to remember

• Internal school assessment will provide:
  • a measure of a student’s attainment.
  • an order of merit.
• There will be a balance between the assessment of knowledge and understanding outcomes and course content, and skills outcomes and content
• Assessment schedules for each course will generally include between 3 – 5 tasks.
• A range of assessment tasks will be used as outlined in the syllabus
• Individual tasks will be usually worth between 10% and 40% of the total assessment mark.
• Where appropriate the types of tasks used for internal assessment may be broader than those used in the HSC examinations for the course. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wider range of outcomes to be assessed than may be possible in the external examination.

Note that in the RoSA/HSC Assessment Schedule:
• The same outcomes may be assessed by more than one task.
• One task can assess more than one component.
• Later tasks carry more weight.

13. When Does Assessment Begin?

Assessments for Year 10 commence in Term 1 of Class 10.
Assessment for the Preliminary Course generally commences in Term 1 of Class 11.
Assessments for the HSC Course commence at different times, some during Term 4 of Class 11 and some at the start of Term 1 of Class 12.
14. What are the Responsibilities of students?

- To familiarise yourself with the general Lorien Novalis School Policies as outlined in this Handbook.
- To speak with the Class Guardian if you are in any doubt about the requirements of the Assessment Policy.
- To cooperate with the process of Assessment.
- To not plagiarise other peoples’ work. Plagiarism occurs when a person passes off the work or ideas of another or others as their own. Plagiarism can arise when students hand in work that they have copied or downloaded. You will receive zero marks for any work that you have plagiarised.
- To not engage in cheating, malpractice or dishonesty. It is dishonest to have someone else actually do your work eg a tutor or friend and for you to pass this work on as your own.
- To inform Lorien Novalis School if you are to be absent on the day of an assessment task.
- In the case of becoming ill during an examination or an in-class assessment task, you should inform the teacher who is supervising, even if you are able to complete the task. At the earliest possible opportunity, you should consult the Subject Coordinator and request consideration.
- To follow the directions in this booklet.

15. Notice of Assessment

In general, notice of summative assessment tasks should be given to students not less than two weeks before the due date. The assessments should be communicated in writing (ie assessment sheet), or students may be asked to write out the task instructions by copying from the board or other, or they may be posted online, eg on a blog page. Under no circumstances should an assessment task be given to students without clear written instructions, eg relying on verbal instructions only.

16. What if I am away when an assessment notice is given out?

It is the responsibility of students to ensure that they are aware of any forthcoming assessment tasks. If a student is away on the day that notice of a task is given, then it is their responsibility to ask the subject teacher for the relevant notice of assessment, including specific instructions.

Student should consult the RoSA/HSC Assessment Schedule (available on the Lorien Novalis School website) to know when to expect assessment tasks to be due.

17. Instructions

The assessment notice must include the following information:
- Title of Unit of Study (eg Science: Physics)
18. Task

The types of tasks given students for the purpose of assessment will vary according to the subject. Examples of common types of tasks include: essays, reports, research presentations, speeches, creative writing, portfolio of work, sketches, performances, tests, exams, etc.

Each subject has its own set of requirements for balance in the selection of tasks. It is expected that teachers are aware of these requirements and that the balance of set tasks is reflected in the Scope and Sequence (or Assessment Plan) for the units of work that they teach.

19. Assessment criteria

In the case of the rubric or assessment criteria, the same set of requirements will also be reflected in the assessment task. Again, it is expected that teachers are aware of these requirements and that relevant outcomes are assessed in each task.

It is important that students be made aware of the assessment criteria, so that they are able to target their efforts towards achievement of the relevant outcomes.

Students need to understand, as far as possible, the process of grading or evaluation, as this is a key step towards independent learning.
20. Extensions

Students may request extensions for set assessment tasks. It is expected that such requests are made not less than three days before the due date. Requests at shorter notice will only be accepted in exceptional circumstances. Applications for extension must be made in writing, stating the requested length of extension and the reason for the request. Acceptance of requests is at the discretion of the subject coordinator. Special consideration needs to be given to students in case of illness, misadventure, or disability provisions. In general students will not receive extensions for foreseeable circumstances, eg student could not complete work because they had sports training. It is expected that students will manage their time effectively and adequately plan completion of assessment tasks.

21. Submission

Assessments should be submitted to the relevant teacher before the end of the school day on the due date. Failure to submit an assessment task within the due date will result in a loss of marks. Each day following the due date will accrue a loss of 10% of the student's final mark, (including 10% per day for non-school days). Submission by email is only acceptable by prior arrangement in advance with the relevant teacher. Submitted assessment tasks must indicate on the title page, or the first page of the work, the name of the student, the subject, and the title of the assessment task. Computer or printer problems, or leaving the work at home are not valid reasons for avoiding the penalty of late submission.

When an assessment is conducted in class and a student knows beforehand that they are unable to attend school on that day, it is expected that they will notify the subject teacher in advance, and make an alternative arrangement and submit an Appeal Form together with the relevant documentation. For all ROSA and HSC assessments, students must provide documentation explaining their absence on the due date. Failure to do so may result in a zero score for that assessment.

It is a requirement of the School that all assessment tasks are completed. Failure to complete any assessment task may result in a student receiving an N-determination (Not Achieved or Not Demonstrated).

Even if a student will receive zero for an assessment task, they should be made aware that failure to submit the task may cause them to receive an “N-determination” for the subject. In other words, a student is still required to submit the assessment task otherwise they will be recorded as having not achieved the subject outcomes.
22. Due Date
The due date is not to be less than 2 weeks after the date of the assessment notice, and not to be more than 4 weeks after the assessment notice.\(^4\)

23. Marking
In the case of each assessment task, a teacher will refer to their Assessment Plan (which includes a marking plan) that shows the relationship between the student’s final grade and the assessment criteria (and if necessary the achievement level). It is expected that teachers will familiarise themselves with marking standards determined by the Board of Studies.

24. How is Your Mark Reported?
1. You will receive an indication of your performance for individual pieces of work; and will receive from time to time a record of your current ranking based on the cumulative marks.
2. At the completion of your Course, you will be given:
   A RoSA Grade that has been submitted by the Lorien Novalis School and reported to you by the Board of Studies.

25. Feedback
Students will receive timely feedback in respect of submitted assessments, and not later than \textit{three weeks} after the assignment was submitted or the due date whichever occurs last.
Feedback will be provided in the form of a template, addressing the assessment criteria for the specific assessment task and will include a grade.
Requirements for grading are generally subject related. It is expected that teachers will follow the any requirement stipulated by the Board of Studies.
It is important that teachers give students specific directions on how they may improve the quality of their work.

26. Evaluation
It is expected that teachers will incorporate into their units of work, particularly upon completion of the unit, some form of evaluation process, usually a questionnaire.
The purpose of providing this opportunity for students is to encourage them to reflect on their learning as well as the teaching or instruction they have received, in a structured manner, which is provided by an evaluation template or procedure.

\(^4\) Note: The Major Works Project, learning lines of plays, etc do not have these time restraints.
The value to the teacher is likewise that they receive feedback on the effectiveness of their teaching and specifically can be made aware; depending on the type of feedback sought, of specific aspects of their teaching style, eg pace of lessons, ability to explain concepts or tasks etc.

27. Academic Integrity and Malpractice

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to an award of 0 marks for the task or examination, and will jeopardise your HSC results. Malpractice is defined as any of the following practices or activities:

- copying someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work which another person, such as a parent, coach or subject expert, has contributed to substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- cheating in an HSC examination;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice.

Lorien Novalis School upholds the principles of academic integrity, which in addition to avoiding malpractice, means consistently using a system of referencing your sources. Currently, the APA (American Psychological Association) system is preferred.

It is expected that the need for referencing will be explained to students and a system for referencing introduced not later than at the start of year 10. Year 11 students are required by the Board of Studies (in NSW) to complete a course, All My Own Work, on Academic Integrity and Malpractice before commencing in their HSC studies.
Part 6: Policy & Procedures: Student Assessment Appeal Form

The Student Assessment Appeal Form has been developed to assist you in applying for consideration when you have missed an assessment task due to acceptable reasons.

28. When to use the Assessment Appeal Form
You should submit an appeal on the basis of:
- You are prevented from attending an assessment task (class test or formal exam); or
- You are prevented from submitting a task on time because of illness or misadventure; or
- You consider that your performance in a task has been affected by illness or misadventure immediately before or during an assessment period.

29. When not to use the Assessment Appeal Form
You may NOT submit an appeal on the basis of:
- Difficulties in preparation or loss of preparation time eg as a result of long term illness during the year.
- Alleged deficiencies in tuition.
- Long term illness unless you suffer a flare-up or exacerbation of the condition during the assessment period.
- Misreading an examination timetable or exam instructions.

30. Important reminders
You should attend every examination / assessment session.
Do not miss an exam / assessment merely because you do not feel able to do your best.
Your appeal must be lodged with the Subject Coordinator as soon as you return to school.
You will be notified of the outcome of your appeal as soon as possible, but no later than 5 school days.
31. What if I am absent on the due date of an assessment Task?

If you are absent on the due date for submission of an Assessment Task:

- You are still responsible for ensuring that the work is submitted on time. If at all possible arrange for someone else to deliver the task to school by the due time, or email your teacher by the due time of 8.50am.
- It is your responsibility to finish your Assessment Task by the due date and time. It is your responsibility if it is anticipated that work will not be completed on time, to negotiate well in advance of the due date, by filling out an Assessment Appeal Form. A medical certificate may not be accepted as excusing late submission of tasks where the task was issued well in advance of the illness and the medical certificate shows that the student was not incapacitated for a large part of that time. You should submit whatever progress work has been completed at that time eg drafts, plans, rough work etc. This will be assessed by the teacher and may be awarded marks.

32. What if I am absent on the date of a test or exam?

If you are absent on the day of a test or exam you should follow one of these courses of action:

- If you know you will be away, inform the teacher or Subject Coordinator in advance so that alternate arrangements may be made if the absence is thought to be justifiable; or
- If you are taken suddenly ill or are subject to misadventure, you should telephone the school on the morning that the task was due and ask that the Subject Coordinator be notified that you will be absent and give a short explanation of the circumstances.
- If it is during the Half Yearly or Yearly Examination Period, contact the Year Coordinator as soon as possible, before the examination is sat.

33. After missing a test or not submitting an assessment

On your return to school, before going to your first lesson, obtain an Assessment Appeal Form from your Class Guardian or Subject Coordinator and fill in the details, providing all the necessary evidence to support your case.

- You must carefully follow all the instructions on this form and after filling it in, get your parents to sign it and hand it in to the Subject Coordinator.
- You should submit whatever progress work has been completed at that time e.g. drafts, plans, rough work etc. This will be assessed by the teacher and will be awarded marks, however not recorded until the results of the appeal are finalised.
- The Subject Coordinator will convene an Appeal Committee who will consist of the Subject Coordinator concerned and the Year Coordinator plus at least one other experienced high school teacher. The Appeal Committee’s decision
on the appeal will be sent to you as soon as possible. The result of your appeal will be either emailed home. If you are not satisfied with the Appeal Committee’s decision, you can appeal to the Director of Teaching and Learning by resubmitting your appeal, along with the decision and reason from the Appeals Committee.

34. Illness, Misadventure

If you are prevented from attending an examination or test or completing an assessment task, or if your performance is affected by illness or misadventure or hardship, then you have the right and responsibility to lodge an illness/misadventure appeal.

Lodging an appeal is a formal process. Ask your Class Guardian for an appeal form and lodge the completed form as soon as possible.

The illness/misadventure appeal cannot be used in the following cases:

- loss of preparation time;
- alleged inadequacy of teaching;
- loss of study time or facilities, prior to any assessment task;
- misreading of an examination timetable or assessment schedule;
- failure to complete the correct paper at an examination;
- long-term illness such as glandular fever, asthma and epilepsy - unless there is evidence of a 'flare-up' during an assessment task.

35. Acceptable forms of evidence to attach to an Assessment Appeal Form

- Medical Certificate
- Hospital Certificate
- Police Event Number
- Insurance Reports
- Booklets and records of special events
- Records of travel e.g. flight tickets
- An Exemption from Attendance at School Certificate (dependent on the conditions agreed to in the issuing of the Certificate)
- Other documented evidence may be considered.

36. Unacceptable forms of evidence to attach to an Assessment Appeal Form

- Note from a parent (without other acceptable evidence)
- Parent phone call (without other acceptable evidence)
37. Appeal against School Marks and Grades

The information in this section are direct quotes from BOSTES:

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to their principal. In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. If the appeal is upheld, the principal should send notification of the new grade(s) to BOSTES.

Where possible, all reviews of the grade(s) awarded in any subject should be resolved within the school. However, provision has been made for subsequent appeals to BOSTES.

Details of review procedures are the responsibility of individual schools. BOSTES recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers’ judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

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

- the weightings specified by the school in its assessment program conform with BOSTES requirements as detailed in the syllabus packages
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- there are no computational or other clerical errors in the determination of the assessment mark.

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

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to BOSTES. The advice on this appeal to BOSTES should include information about grounds for appeal.

Note the following about Grades:
Grades given through the end of Semester Reports will use the system of:
   E-extensive, T-thorough, S-sound, B-basic, L-limited.

Grades submitted by the school to BOSTES will use the correlating system of:
   A-B-C-D-E.
Part 7: Policy & Procedures: Course Requirements & N-Determination

N-determinations are made where a student has failed to complete assessment tasks which form part of the award requirements of the course of study.

The Class Guardian will ensure that a notification is sent to the student (and their parents) who is at risk of receiving an N-determination for any given subject. The student will be given three days to appeal the N-determination.

38. Failure to meet course requirements

An absence from school for an extended period of time or frequent absences are of extreme concern, as a student may fail to meet the outcomes of courses.

The Board of Studies has indicated that students will find it difficult to achieve outcomes of a course if absent for more than 4 weeks. For this reason Lorien Novalis School cannot approve absences for an extended period of time, unless a guarantee is given that the student will be engaged in some form of schooling while absent eg. private tutor or enrolment at a school while overseas. It is the parent’s responsibility to provide documentation that this will or has been done. If this is not done the student may have to repeat her current year of study. Assessment tasks missed due to extended absences that have not been approved will receive zero marks.

39. Exemption from Attendance Form

All extended absences must be approved by the Director of Teaching and Learning through an Exemption of Attendance Certificate. These are available from the Office and must be completed prior to the extended absence commencing.

The exemption form for Class 10, 11 or 12 students:

- Is the responsibility of the student and his/her parents/carers to complete, and have submitted as early as possible before going on Leave
- Is the responsibility of the parent/carer to submit the Form in time for the school to approve the Exemption ‘before’ going on Leave. Exemptions cannot be approved afterwards
- The exemption form is 3 pages long, with the 3rd page providing room for students to ask each subject teacher to note what work and assessment tasks will be missed if the student is absent – depending on what tasks will be missed, can impact approval of the exemption
• Exemptions being approved mean that students are exempt from attending lessons, and may still require students to complete assessment tasks by the set due-date, submitting by other means, such as electronically.

Failure to have the Director of Teaching and Learning’s permission for an exemption can result in a zero mark being awarded for an assessment task.

40. Zero marks

A zero mark in any assessment task will have serious consequences for students to complete their Course.

41. Variation of Student Assessment Marks

In the case of justified prolonged absence due to illness or misadventure, an estimate mark may be given. An estimate is a mark based on the previous assessment performances of the student, and moderated by the Subject Coordinator to ensure fairness.

In the event that a student misses a Formal Exam she may be asked to do a make-up exam to gain valuable practice but the marks awarded for that task will not contribute to either the student’s assessment mark or to the School Report exam mark.

See the section on Appeals against Grades.

The High School Coordinator in consultation with the Subject Teacher and the Director of Teaching Learning approves any variation to marks, including full and partial penalties.

The grounds for variation of marks may include:

a. illness just prior to a test or in-class assessment task which did not totally incapacitate the student;
b. illness during the test;
c. factors other than illness which may have affected the preparation or submission of an assessment task.

42. Achievement of Course Outcomes and the School Report

For internal school reporting purposes, a student may be recorded as not having achieved the outcomes of a task if the student fails to submit or sit for the task on the due date AND has not provided a justifiable reason for missing the task. The student will have the opportunity to sit for or submit the task within a reasonable time, as determined by the Subject Coordinator (but not more than 3 days after the
date it was due). In this case, having received zero for the task, the student, may be assessed as meeting some of the outcomes. Failure to make up for a missed assessment task (if requested by the Subject Coordinator) will result in the non-achievement of the outcomes for that task.

43. What are the Responsibilities of Lorien Novalis School?

- Lorien Novalis School will provide the student with the following information at the beginning of HSC Assessment, or as soon as practicable:
  - WHAT is being assessed (e.g. is the mathematics test on Finance or Measurement etc)
  - HOW it will be assessed (e.g. a hand-in assignment, an oral or other presentation, an in-class test, etc)
  - WHEN it will be assessed
  - The RELATIVE VALUE of each task in the total assessment scheme.

- To oversee the Assessment Tasks to ensure fairness.
- To maintain a record of Variation to Marks, that may result from illness or misadventure appeals.
- Lorien Novalis School will notify parents in writing of students who are awarded a zero, or who continually fail to submit Assessment Tasks on time. Students who receive zero marks for failing to sit for or submit an assessment task will be issued with an "N" determination warning letter by Lorien Novalis School.

44. The N-determination and Class 10 Courses

IF A STUDENT HAS RECEIVED THEIR THIRD (3rd) WARNING LETTER IN ANY ONE SUBJECT, AN 'N' DETERMINATION WILL BE ISSUED BY THE DIRECTOR OF TEACHING AND LEARNING. THIS WILL IN MOST CASES MEAN THE student fails to satisfactorily complete a mandatory Stage 5 course, and that the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

45. The N-Determination and Preliminary Courses

An N Determination will result in the student not receiving this subject for the Preliminary HSC and as a result the students may not receive a HSC if there are insufficient units studied.

OR

IF A STUDENT HAS RECEIVED THEIR THIRD (3rd) WARNING LETTER IN ANY ONE SUBJECT, AN 'N' DETERMINATION WILL BE ISSUED BY THE DIRECTOR OF TEACHING AND LEARNING. THIS WILL IN MOST CASES MAKE A STUDENT INELEGIBLE TO CONTINUE INTO THE HSC COURSE.
46. The N-Determination and HSC Courses

Students who plan to sit for the English and Maths HSC exams must ensure that they fully complete their course requirements, otherwise they are ineligible to sit for the exams.

Where a student has been given a zero mark for non-completion or late submission in tasks or tests totalling more than 50% of the final course assessment, the Subject Coordinator will inform the Lorien Novalis School Director of Teaching and Learning, who will certify that the student has not studied the course satisfactorily. The student will then be issued an "N" determination for the Board of Studies subject.

AN N-DETERMINATION IS VERY LIKELY TO RESULT IN A STUDENT NOT BEING ELIGIBLE TO RECEIVE A HSC.

47. N-Determination Time Frames

Deadlines for notification of N-determinations occur in term 3 and term 4. For year 12 subjects, the deadline for the N-determination is the end of week 6, term 3. For year 11 subjects, the deadline is the end of week 1, term 4.

If a student receives an N-determination, their Year 12 Certificate will indicate in the relevant subject that the student has not achieved the award requirements for that subject.

What Special Provisions are available?

Special Provisions are concessions made by the Board of Studies in the conditions under which certain students who suffer from a disability sit for exams and assessment tasks.

Those students whose condition is covered by the Disabilities Discrimination Act (Commonwealth) and the Anti-Discrimination Act (NSW) may apply. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the task or exam.

In accordance with the guidelines laid down by the Board of Studies, students who have documentation to support their eligibility are assisted to apply for Special Provisions for external examination and internal assessment tasks. These applications are submitted to the Board where a determination is made as to whether to grant Special Provisions to the particular student or not. A right of appeal to the Board of Studies is available to those students whose applications are unsuccessful.

Special Provision applies to internal assessment, so an early determination of the needs and status of the student is advantageous.