

HSC ASSESSMENT PROCEDURES

2023

Common Terms and Meanings

NESA

New South Wales Education Standards Authority

ATAR

Australian Tertiary Admission Rank

BDC

Board Developed Courses

BEC

Board Endorsed Courses

VET

Vocational Education and Training

RTO

Registered Training Organisation

RoSA

Record of School Achievement

AQF

Australian Qualification Framework

HSC

Higher School Certificate

RPL

Recognition of Prior Learning

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The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

It is important that students, parents and teachers read this booklet, understand it and follow the procedures within it. It ensures a consistent approach to practice and process at Finigan School of Distance Education.

It needs to be noted, however, that the Principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.

Eligibility requirements for the HSC

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

- satisfactorily complete Years 9 & 10 or gain other qualifications that satisfy NESA;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college or TAFE;
- have completed HSC: All My Own Work (or its equivalent) unless you have only entered for Year 11 and Year 12 Life Skills courses;
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- meet the minimum standard of literacy and numeracy within five years of starting your HSC course.

If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student (in exceptional circumstances) may, with the approval of the Principal:

- repeat some or all Stage 6 courses;
- accumulate new Stage 6 courses to meet the eligibility requirements for the HSC; or
- complete the requirements for the HSC within 5 years of the first HSC examination being sat.



Satisfactory Completion

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by NESA; and
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

Where internal assessment marks are submitted, a student must complete tasks that contribute in excess of 50% of the available marks in the course.

Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning, an **N Determination** has been given by the Principal) **will not** appear on the Higher School Certificate. Students who fail to meet the requirements for the HSC will receive a Transcript of Study or Record of Achievement. They will not be eligible for a HSC.

School-Based Assessment: Board Developed Courses

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on **Mandatory Weightings and Components** as set out in the syllabus for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must **follow the principles set out in HSC: All My Own Work** and make a **genuine and serious attempt in all tasks. Formal Assessment Tasks MUST be completed and submitted** by the published due dates. A **ZERO** result will be given for **ALL LATE** Assessment Tasks. Students will have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (Except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a **rank** (a student's position in relation to other students) in a course. This is a **mark out of 100 for 2 Unit courses** and a **mark out of 50 for 1 Unit** (and Extension 1) courses. The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Mathematics Standard 1 students will be awarded a result based on their school assessment according to the Achievement Level Descriptions for each subject.



School-Based Assessment: Board Endorsed Courses

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESA.

School-Based Assessment: VET

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or their performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

Note:

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- an N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.



HSC examination is only available in some VET courses.

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.

Life Skills Courses

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular, those with an **intellectual disability** for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses **will usually have completed** Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be **assessed on their achievement** of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing **assessment**. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. **Stage 6 Life Skills courses have no HSC examinations** and results **cannot** be used in the calculation of an ATAR.

Course Assessment Schedules

Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. Students are issued with the assessment schedule at the commencement of the HSC course.



Changes to Course Assessment Schedules

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy work load periods, but this cannot always be guaranteed.

Timing of Assessment Tasks

Assessment schedules for each course set out the timing of each task. Course teachers will advise in writing the precise timing and nature of the task, at **least two weeks** before the task is to be administered or is due.

It is the **student's responsibility to be alert to the notification and due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or course Head Teacher.

Invalid Tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the Head Teacher of the course. One or more of the following will occur, where appropriate:

- only part of the task will be marked;
- the weighting of the task may be reduced and additional weighting added to a future task; and/or
- a new task and due date will be issued.

The first preference of Finigan School of Distance Education is that actual student work is used in determining a student's understanding of course content, the achievement of outcomes, and their rank order in the course.



Illness/Misadventure Applications

Students may be eligible for Illness/misadventure if, immediately prior to, or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for **illness/misadventure**, then the student must contact the Course Teacher or Head Teacher of the course **immediately** and have ready (where possible), independent evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form (Appendix 1) at the back of this document, must be completed and submitted within 2 school days of the illness/misadventure. The Head Teacher of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion;
- clashes with external commitments eg., sporting competitions, training commitments or non Finigan School of Distance Education Examinations;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur;
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a 'flare-up' of the condition immediately before, or during, the assessment task;
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task);
- computer malfunction or disruption, or corruption of technology, such as a damaged thumb drive or disk; internet issues
- long-term domestic issues; and/or
- pregnancy.

If an application is successful, **one or more** of the following may occur:

1. A new due date will be provided by which to submit the same task.
2. A new due date will be provided by which to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components.
3. In exceptional circumstances and at the direction of **the Principal only** – students will be exempt from the submission of a task. (In this rare event, the student's result for the missed task will be provided at the end of the course, when all other assessment items have been completed. The result will be based on the student's rank and relative differences to students above and below them at the end of the course and completion of the assessment program. It will also be dependent on whether the student has completed the required in excess of 50% of weightings for already completed tasks. The Principal will have the discretion to make a decision based on all factors and individual case by case facts and circumstances. The Principal's decision will be final in this situation.)

Please note: The Illness and Misadventure process is based on the NESA process for HSC exams and it DOES NOT compensate students by giving additional marks or reducing task expectations.



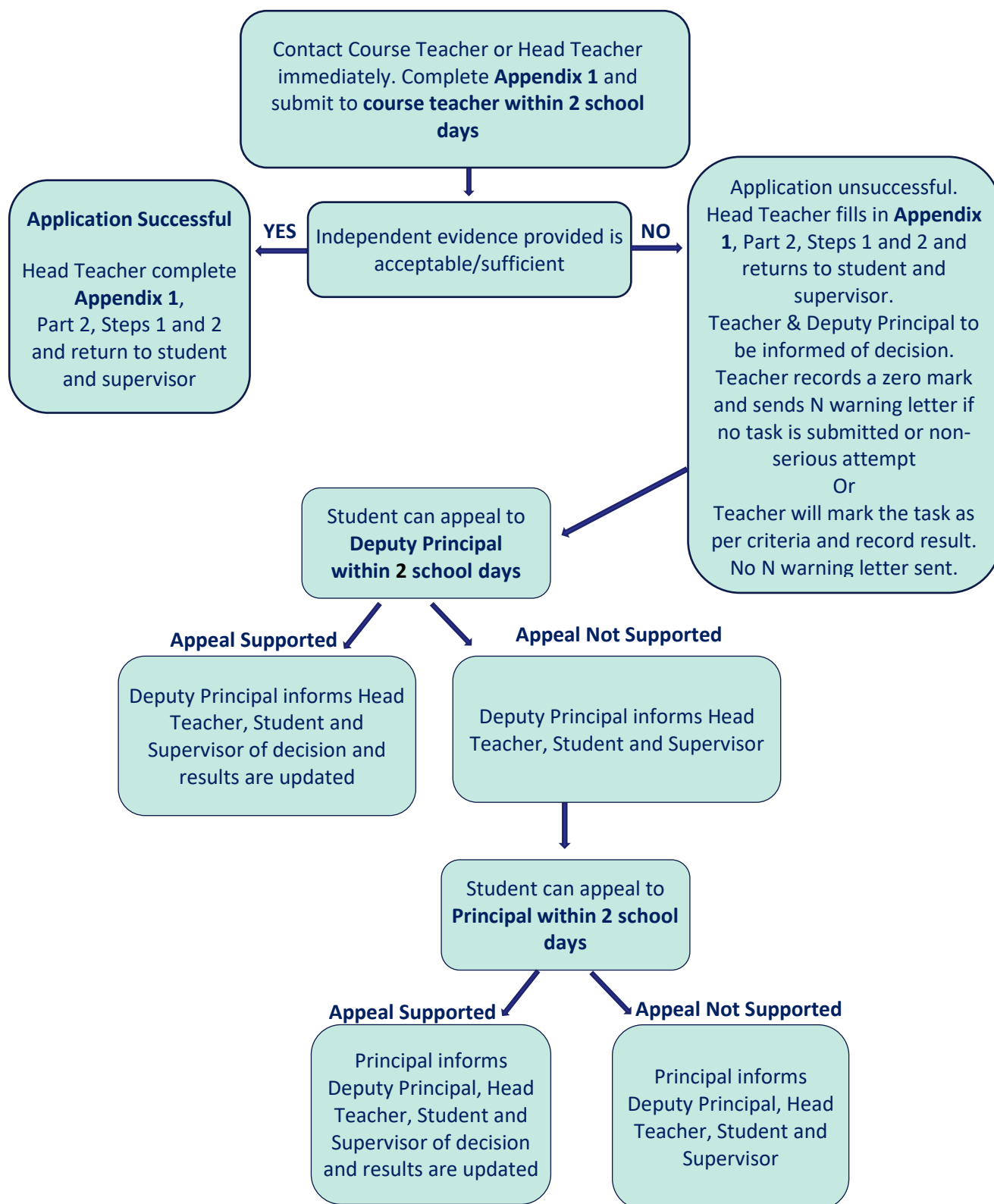
Appealing: Declined Illness and Misadventure

A student has the right to appeal the decision **NOT to support an Illness/Misadventure** application. To appeal the decision, the student must present a written application to the Deputy Principal, providing any new evidence/support material and stating the explicit grounds for the appeal, within 2 school days of being notified of the original decision. (Appendix 1- Illness and Misadventure Application form)

Students have the right to appeal the decision of the Deputy Principal to the Principal, but this can only be done under circumstances where **NEW** evidence can be provided and is within 2 school days of the Deputy Principal's decision. The Principal's decision will be final.



ILLNESS/MISADVENTURE PROCEDURE FOR STUDENTS





Submission of Drafts

Students are encouraged to submit draft work for teacher review and feedback in a HSC Course. One draft per task may be submitted, a minimum of five school days before the task is due. Students must be aware, however, that if draft work is submitted and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guidelines when reviewing their work and results.

Submission of Tasks

It is the **student's responsibility** to ensure that all assessment tasks are **completed and submitted by the published due dates**. The Due Date is clearly indicated on the Assessment Task Notification.

Assessment tasks must be submitted in the format outlined on the Assessment notification. In most cases this will be through a dropbin in the Finigan School of Distance Education eLearning platform. This work will then be assessed for academic integrity, ie it hasn't been plagiarised, before the teacher marks the task. Other tasks such as practical items may need to be sent into Finigan School of Distance Education for marking.

Keeping Copies of Assessment Tasks

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

1. provide the student with the opportunity to submit a replacement task; and
2. provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted **without** being re-done. It should **not** be assumed that an illness and misadventure application will be upheld, or even applicable, in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices should be appropriately saved and should **not** be deleted, until you have the marked task back from your teacher. It is also recommended that students **back-up** assessment tasks on a thumb drive, or other external device, in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.



Late Submission of Tasks

A submitted assessment task will be deemed late, if it is not submitted on or by the day it is due.

If a student is unable to submit a task on/by the due date, it is the responsibility of the student to contact the Course Teacher who, in consultation with the Head Teacher of the course, will verify the task's completion/submission date and determine precisely when it will be submitted and advise the student of any process they may need to follow (e.g. Illness/misadventure application).

Failure to Submit a Task

Where there is no valid or acceptable reason for not completing an assessment task, a **Non Attempt and a ZERO result** will be recorded for the task and a **Warning Letter (N Warning letter) will be generated**. The task/s will still need to be submitted, in order for the **N Warning letter** to be redeemed. (Feedback on the task will be provided by the teacher, but A ZERO result must still be recorded, as required by NESAs)

Failure of Technology

Failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced digitally, it is the student's responsibility to save work at regular intervals, copy or back-up, and/or produce progressive print-outs or drafts. Should failure of computer equipment result in late work, the same penalties apply, as for other late submissions.

Electronically submitted work should be compatible with school technology. It is the student's responsibility to check with their teacher that submitted work is compatible with Department of Education's technology before submission.

Teacher Absent on the Day of a Due Task

If a teacher is absent on the day an **oral or performance task** is to be administered, the Head Teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally, and in writing, of the revised date.



Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include things such as, but is not limited to:

- only multiple choice questions completed in a task or an examination paper;
- repeating the question as the answer;
- malpractice in some or all of the task; and/or
- inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt, will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within **2 school days** of being informed by the Course Teacher or Head Teacher.

Disability Provisions

For students with an identified or diagnosed long or short term disability, the school provides, in line with procedures and provisions approved by NESA for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- readers and/or writers;
- time to rest;
- time to take medication;
- increased font/work size;
- separate supervision;
- adjustments to the physical environment (eg, special furniture or lighting).

Students must inform their Course Teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. **that are no older than 12 months** in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams).

The Faculty Head Teacher may approve a disability provision for a school based assessment task.

Please be aware that, **School Based Disability Provisions** granted for school based tasks, **may not be approved** by NESA for external HSC examinations.



Malpractice

All work presented in assessment tasks must be the students own work or be acknowledged appropriately, with reference to the source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students, which is unfair and inequitable.

Malpractice can include, but is not limited to:

- 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 that another person, such as a parent, friend, tutor or course expert, has contributed to substantially;
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- cheating in a school based task, such as a test or exam;
- cheating in Major Works;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- faking an illness or injury to prevent the completion or submission of work; and/or
- assisting another student to engage in malpractice.

These issues are addressed directly by NESA in **HSC: All My Own Work**.

In the case of suspected or proven malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Students work will be checked for malpractice activities through the 'Turnitin' platform. Teachers and students will be able to receive reports outlining the percentage of work that is the students own work and the percentage of work that could be considered plagiarised and the source of the original work.



Malpractice Procedure

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is **suspected** or has been **proven** the following procedures will be applied:

- The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
- An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.
- The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher and Head Teacher. Notes/records of any discussions/interviews will be taken by the Course Teacher or Head Teacher and kept securely.
- Head Teacher to inform Deputy Principal (Curriculum) of malpractice for updating of the NESA Malpractice register
- The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal within 2 school days of verbal/written notification of an incidence of malpractice.
- Confidentiality will be maintained at all times by all parties.

Consequences of Malpractice

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice **MUST** be registered with NESA in the Malpractice Register in Schools Online. This will be done by Deputy Principal (Year 12) with information supplied by the Head Teacher.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for part or all of the assessment task;
- an N Warning letter sent to the student/supervisor;
- withdrawal from a course/s.



Student Appeals: Malpractice

After being informed of the consequence of proven Malpractice, students have **2 school days to appeal** a decision made by the Head Teacher of the course, to the Deputy Principal (Appendix 2 needs to be completed).

The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal, a final appeal can be made to the Principal. This appeal **MUST** be made within **2 school days** of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any **new** evidence provided. The Principal's decision will be final.



SUSPECTED MALPRACTICE

Course Teacher informs Head Teacher of suspected malpractice and provides evidence

Head Teacher determines whether evidence supports malpractice and if so, the % of malpractice.
Contact student and supervisor to inform them of the malpractice

100% malpractice determined

Less than 100% malpractice determined

N Warning Letter SENT
ZERO result recorded

HT to inform DP (Year 12) so
Malpractice Register can be updated

Course Teacher only marks aspects of task **NOT** affected by malpractice

N Warning Letter SENT
Result recorded

HT to inform DP (Year 12) so
Malpractice Register can be updated

Student can appeal decision **within 2 school days** using Appendix 2 to
Deputy Principal (Year 12)

Appeal Supported

DP to inform student, supervisor
and Head Teacher. Result
updated

Appeal Not Supported

DP to inform student, supervisor and
Head Teacher. NO change to result

Student can appeal
decision **within 2 school
days** using Appendix 2 to
Principal

Appeal Supported

Principal to inform student, supervisor,
Head Teacher and Deputy Principal
informed. Result updated

Appeal Not Supported

Principal to inform student, supervisor,
Head Teacher and Deputy Principal.
NO change to result



Appeals: School-Based Assessments

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on **actual performance, not potential performance**. Assessment results **cannot**, and **will not**, be modified to take into account possible effects of illness, misadventure or disability.

Students **do**, however, have the right to appeal an assessment result, if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Before a student appeals to a Head Teacher, the student must discuss their concerns with the course teacher.

Students have **2 school days** after receiving their results to inform the course Head Teacher of their wish to appeal a result. This must be done in writing using Appendix 3. Appeals must be supported, by making clear reference/s to specific aspects of the breach of process or administration of the task, or show how the result does not reflect the marking guidelines provided with the task. If at this point, a result is to be changed, the Head Teacher will inform the course teacher, student, and supervisor, and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **2 school days** of receiving the Head Teacher's decision to the Deputy Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student, supervisor and head teacher will be informed of the result of the appeal.

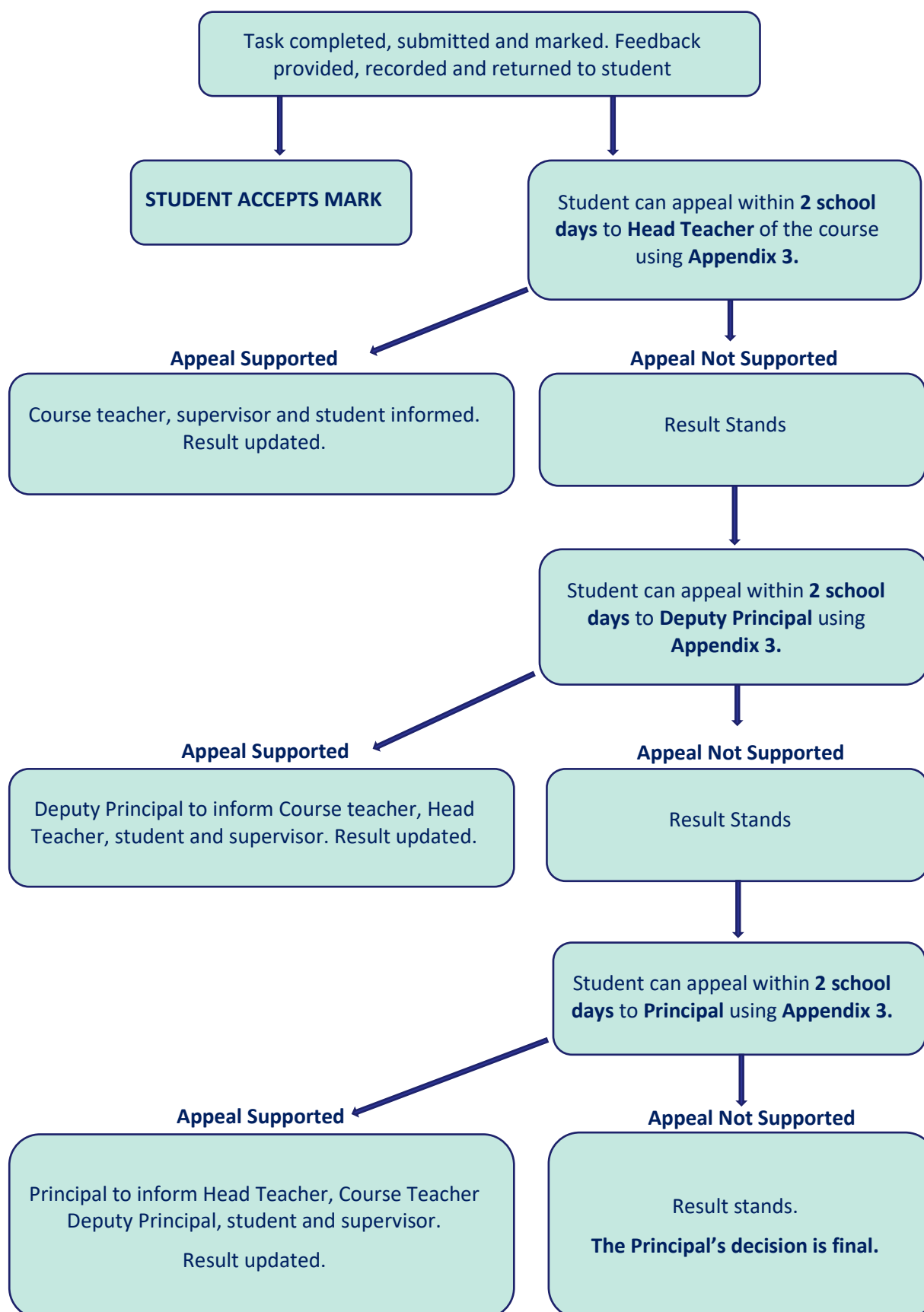
If the student remains dissatisfied, an appeal may be made within **2 school days** of receiving the decision of the Deputy Principal to the Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines. The Principal will review all the evidence and inform the Deputy Principal, head teacher, student and supervisor of the outcome.

The Principal's decision is final.

There can be no appeal process to NESAs against a school's judgement of a student's performance on a particular task. Any disputes over an individual task, must be resolved within the school at the time and within the time frame specified by the school.



ASSESSMENT TASK RESULT APPEAL PROCESS





Non-Completion of Course Requirements: N Warning Letters

Finigan School of Distance Education, is required by NESA, to issue a formal warning in writing to any student who is in danger of not completing the course requirements in any course. This is a formal notification to the student, parents/care givers and/or supervisor of the student outlining what the student is required to do to rectify the problem. The warning will be timed so as to allow rectification.

Formal warning letters, advising of a potential **N Determination**, will be sent to the last advised postal address or email address. It is the student's responsibility to notify the school of any change of address or contact details. NESA will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the student/parent/caregiver.

Non-Completion of Course Requirements: N Determination

In the event of an **N Determination** being issued to a student, the Principal will advise the student in writing of the decision and their right of appeal.

HSC Minimum Standards

Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced.

The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard student's need to achieve Level 3 or 4. Students will be allowed to undertake the tests four times each year from Year 10 to up to five years after starting their first HSC course.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement

Only students who meet the HSC minimum standard will receive a HSC testamur.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

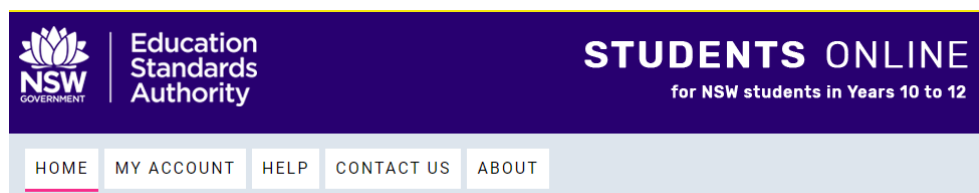


How to activate Students Online

Students online is a website operated by NESA and allows students to access their results for Year 10, 11 and 12 before they leave school, as well as update their personal information.

Students have a limited time to download their ROSA after leaving school before their account is closed by NESA.

To activate their accounts students need to enter <https://studentonline.nesa.nsw.edu.au/> or do a Google search – NSW Students Online.



Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2021 HSC students

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
 - Your name shown in Students Online is what you see on your certificates.
 - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

ALL 2020 school leavers

- **Your access to Students Online will close 30 June 2021.**
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

You can change your address, email and phone number in the Personal details section.

You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

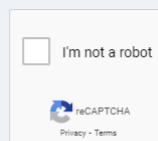
You can find helpful information in My Account under Manuals and Guides.

Login

Login below or [activate your account now](#)

Student Number:

PIN:



[LOG IN](#)

[Trouble logging in?](#)

[Forgot your PIN?](#)

[Your security](#)

Click onto activate your account now.

Tell me about

[Preparing for the HSC and subject selection](#)

[HSC Rules and Procedures Guide](#)

[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)

[How HSC results are released](#)

[The Record of School Achievement or RoSA](#)


[Key dates](#)

[Latest news](#)



The Activate your Students Online account page will open. Fill in the required fields. Then press the submit button.

You will need to know what **email address** the school has entered with NESA. If you don't know – check your Confirmation of Entry form or phone the school.



Education Standards Authority

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME | MY ACCOUNT | HELP | CONTACT US | ABOUT

Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *	<input type="text" value="Finigan School of Distance Education"/>
Given Name(s): *	<div><input type="text"/><p>Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.</p></div>
Last Name: *	<input type="text"/>
Date of birth: *	<div>Day <input type="text" value=""/><input type="text" value=""/>Month <input type="text" value=""/><input type="text" value="2003"/></div>

SUBMIT

Your school is – *Finigan School of Distance Education*

After you click **submit**, the account activation page appears – you get your NESA number here and the email address that NESA has been provided by your school.

Account activation

Thank you.

Your NESA Student Number is

An account activation email will be sent shortly to

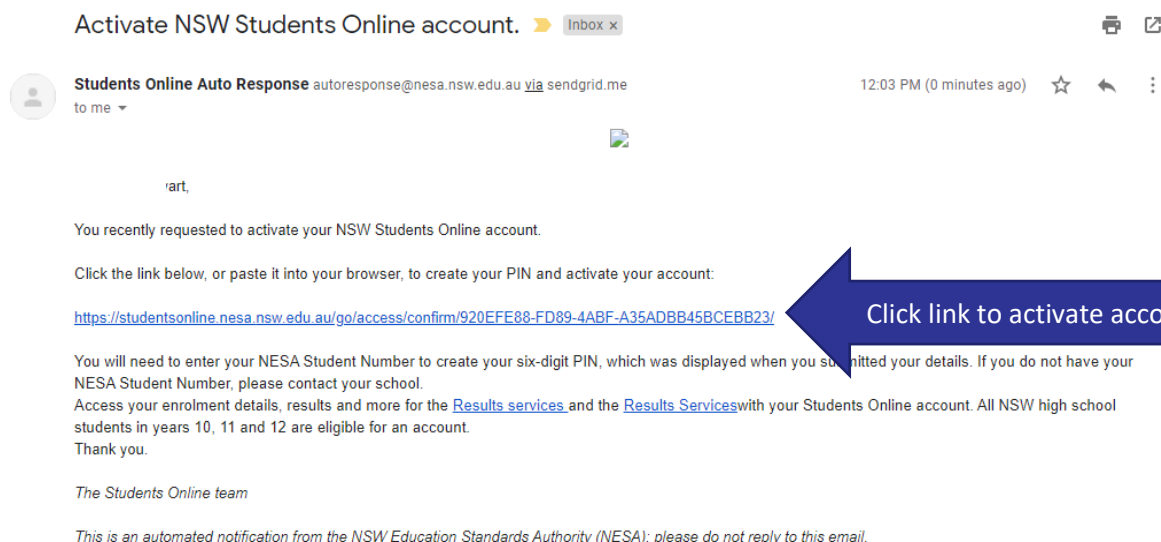
This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.

This email will contain an activation link. Open the link and enter your NESA Student Number to create your six-digit PIN.

You need your NESA Student Number and six-digit PIN to log into your account each time, so keep them both safe.



Check your email account. If it is a Department of Education email you need to log into your student portal and check your emails.



Once you open the link you will be taken to this page. Enter your NESA number.

Education Standards Authority

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US ABOUT

Account activation

Activate account

Enter your NESA Student Number below. Then create the six-digit PIN that you will use to login to your account each time.

Your NESA Student Number was displayed when you submitted your details. Your school can also provide your NESA Student Number.

You need your NESA Student Number each time you log into your NSW Students Online account, so keep it safe.

Activate my account

Student Number: *

SUBMIT



You will now need to create your own pin. Then click confirm.

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

Account activation

Enter and verify your new PIN and then click "Confirm PIN"

Choose the six-digit PIN that you will use each time you log in to your account and enter it below.

Your PIN must be a number between 100000 and 999999.

You need your access PIN each time you log into your NSW Students Online account, so keep it safe.

Your NESA Student Number was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

CONFIRM PIN

Login

Login below or [activate your account now](#)

Student Number:

PIN:

LOG IN

[Trouble logging in?](#)
[Forgot your PIN?](#)
[Your security](#)

The Welcome page will appear after you have confirmed your pin. Click on the personal detail link to check your details and change them if they are not correct. Make sure that a valid mobile phone number has been entered.

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

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Student Details

Welcome back

Your last login was Feb 19 2021 at 2:08 PM AEST

Student ID:

[Enrolment/Results](#)

[Certificates/eRecords](#)

[Exam timetable](#)

[Results services](#)

[Personal details](#)

[Change PIN](#)

[Messages \(0\)](#)

LOGOUT

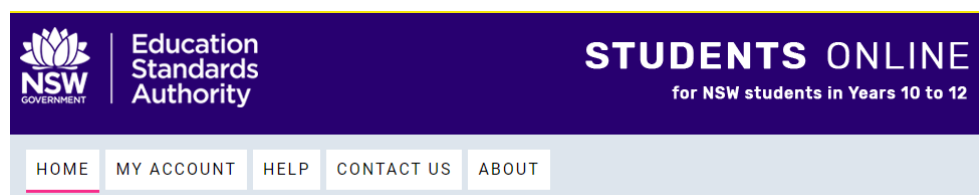
Tell me about

[Preparing for the HSC and subject selection](#)

Click on the Enrolments/Results under student details to see all of your Year 10 and Year 11 RoSA results and your HSC results. You can print off an E Record, but your actual RoSA will be made available to you to download when you leave school, on the portal. Make sure your home address is correct in the student details section.



If you log out of Students Online and log back in you will need to enter your student number and the pin you created.



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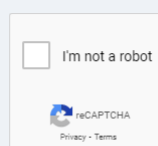
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[How HSC results are released](#)

[The Record of School Achievement or RoSA](#)

[Key dates](#)

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Illness/Misadventure Application Form

Please submit immediately before or after illness/misadventure to your Course Teacher

Student Name: _____ Course: _____

Teacher: _____ Task Name: _____

Date Due: _____ Date of submission of request form: _____

Course Teacher/Head Teacher contacted: YES / NO Date of this contact: _____

If your application is highly confidential or sensitive in nature you may contact the Principal directly

Nature of request (please select): ☐ ILLNESS ☐ MISADVENTURE

Please **provide details** and **attach independent evidence** to this form:

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

COPIES OF THIS FORM CAN BE FOUND ON THE SCHOOL WEBSITE

PART 2 – STAFF ONLY

Illness/Misadventure Application Form

STEP 1: Head Teacher

Student name: _____ Task name: _____

Course: _____ Faculty: _____

☐ Not Supported ☐ Supported (GO TO STEP 2)

☐ Insufficient cause demonstrated – zero marks awarded ☐ N Warning letter sent

☐ Student informed and recorded Additional comments: _____

STEP 2 – Decision

☐ New date to complete/submit the same task New Due Date: _____

☐ New date to complete task New Due Date: _____

☐ Exempt from task (Principal direction only)

☐ Student/Supervisor informed of decision ☐ Recorded

Additional comments: _____

Signed: _____ (Head Teacher) Date: _____ (Head Teacher)

STEP 3 – Right of Appeal to Deputy Principal

A student has the right to appeal the decision made in Step 1. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 2 school days of the HT decision).

Deputy Principal Decision ☐ Appeal Supported ☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student/Supervisor informed ☐ Head Teacher informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

STEP 4 – Right of Appeal to Principal

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 2 school days of the DP decision).

Principal Decision ☐ Appeal Supported ☐ Appeal Not Supported

Additional comments/reasons: _____

☐ Student informed ☐ Head Teacher informed ☐ Deputy Principal informed

Signed: _____ (Principal) Date: _____ (Principal)



Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

☐ **Step One: Appeal to Deputy Principal**

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Deputy Principal Decision

☐ No change to HT decision: Reason/s:

☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

☐ HT Informed

☐ Student/Supervisor informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

☐ **Step Two: Appeal to Principal**

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only:

Principal Decision

☐ No change to DP decision: Reason/s: _____

☐ Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

☐ DP and HT Informed

☐ Student/Supervisor informed

Principal Signature: _____ Date: _____



Task/Result Appeal Form

Please submit within 2 school days of task being returned to you

Student Name: _____ Course: _____

Date: _____ Teacher: _____

Task Name: _____

☐ **Step One – Course Teacher contacted: YES/NO** Date of Contact: _____

☐ **Step Two – Appeal to Head Teacher**

Reasons for appeal of mark (clear reference to task administration breakdown/markings guidelines/course outcomes/feedback to be made here):

For Office Use Only:

Head Teacher Decision

☐ No change to mark. Reasons: _____

☐ Change to mark. Reasons: _____

☐ New Mark: _____ ☐ Updated result recorded

☐ Student/Supervisor informed ☐ Teacher informed

Head Teacher Signature: _____ Date: _____

☐ **Step Three – Appeal Deputy Principal: Attach any new or additional information.**

Reasons for appeal of Head Teacher decision: _____

For Office Use Only:

Deputy Principal Decision

☐ No change to mark. Reasons: _____

☐ Change to mark. Reasons: _____

☐ New Mark: _____ ☐ Updated result recorded

☐ Student/Supervisor informed ☐ Head Teacher informed

Deputy Principal Signature: _____ Date: _____

☐ **Step Four - Appeal Principal: Attach any new or additional information.**

Reasons for appeal of Deputy Principal decision: _____

For Office Use Only:

Principal Decision

No change to mark. Reasons: _____

Change to mark. Reasons: _____

☐ New Mark: _____ ☐ Updated result recorded

☐ Student/Supervisor informed ☐ Head Teacher informed ☐ Deputy Principal informed

Principal Signature: _____ Date: _____

