

# HSC ASSESSMENT PROCEDURES

2019/2020

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# The Higher School Certificate

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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. To be eligible, students must meet HSC course requirements and sit for the state wide HSC examinations. 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

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

- a. have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed *HSC: All My Own Work* (or its equivalent);
- d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- e. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

**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

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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;
- **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

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In Year 12 students will complete school-based assessments as part of their HSC, which together 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 Syllabuses 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 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 NESAs 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 contributes 50% of a student's final HSC mark in each course.

## **School-Based Assessment: Board Endorsed Courses**

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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 NESAs.

## **School-Based Assessment: VET**

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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 your 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 '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 issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

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

**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 your 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

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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. Student's 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 should 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

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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

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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 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

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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 subject Head Teacher.

## Invalid Tasks

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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

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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, 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;
- long-term domestic issues; and/or
- pregnancy.

If an application is successful then **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.)

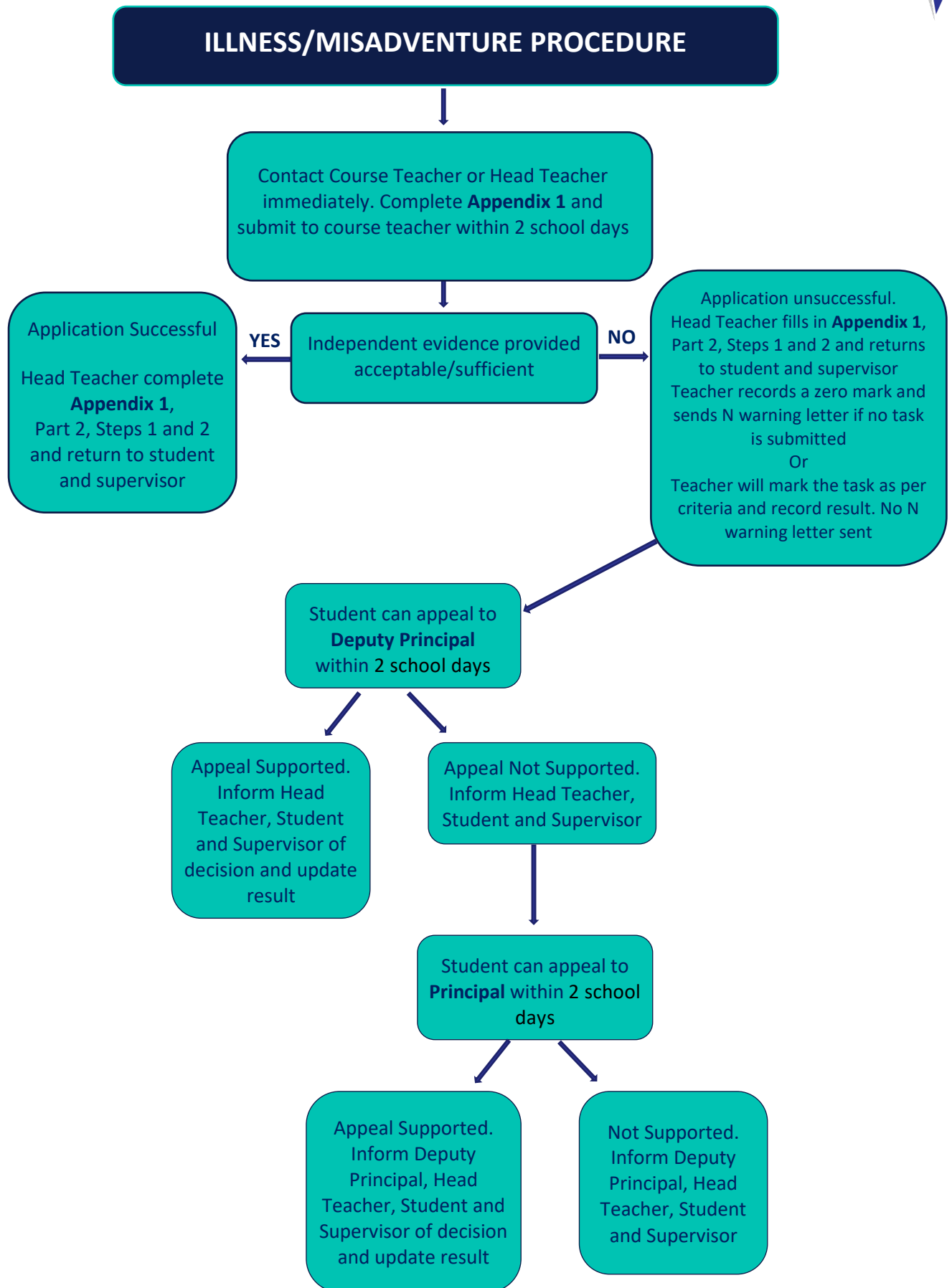
**Please note: The Illness and Misadventure process is based on the NESA process for HSC exams and it DOES NOT compensate students by giving additional marks or reducing task expectations.**

## Appealing: Illness and Misadventure Declined Application

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A student has the right to appeal a **NOT Supported Illness/Misadventure** decision. 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.





## Submission of Drafts

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Students are encouraged to submit draft work for teacher review and feedback in a HSC Course. 1 drafts per task may be submitted, a minimum 5 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

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

## Keeping Copies of Assessment Tasks

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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:

- (a) provide you with the opportunity to provide a replacement task; and
- (b) provide proof to your teacher that you 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 you **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 tasks processes as directed by the school.



## Late Submission of Tasks

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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 or how it will be submitted (e.g. by moodle) and advise the student of any process they may need to follow (e.g. Illness/misadventure application).

## Failure to Submit a Task

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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 **Non Completion of Work 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

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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

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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

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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

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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 lightning).

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.

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



# Malpractice

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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 subject 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 NESAs 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.





## Malpractice Procedure

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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, 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:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher and/or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.
2. 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.
3. 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.
4. Notes/records of any discussions/interviews will be taken and kept securely.
5. Confidentiality will be maintained at all times by all parties.

## Consequences of Malpractice

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Proven malpractice will limit a student's marks or result. A zero mark being given and it will impact on their overall final assessment mark and rank. Proven malpractice **MUST** be registered with NESAs in the Malpractice Register in Schools Online.

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;
- withdrawal from a course/s.



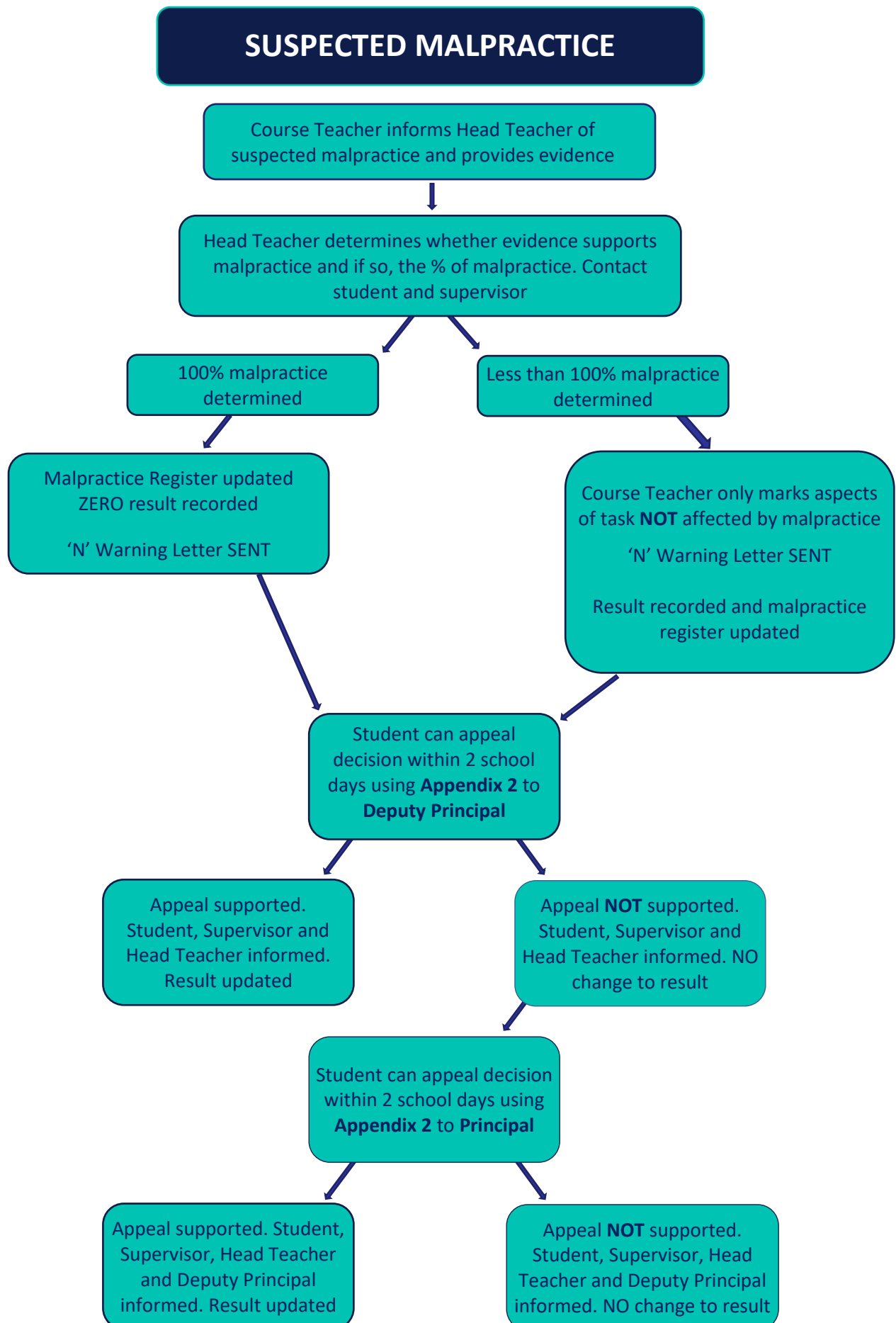
## Student Appeals: Malpractice

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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 Faculty 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.





## Appeals: School-Based Assessments

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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** 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 and student, supervisor and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **2 school days** of 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.

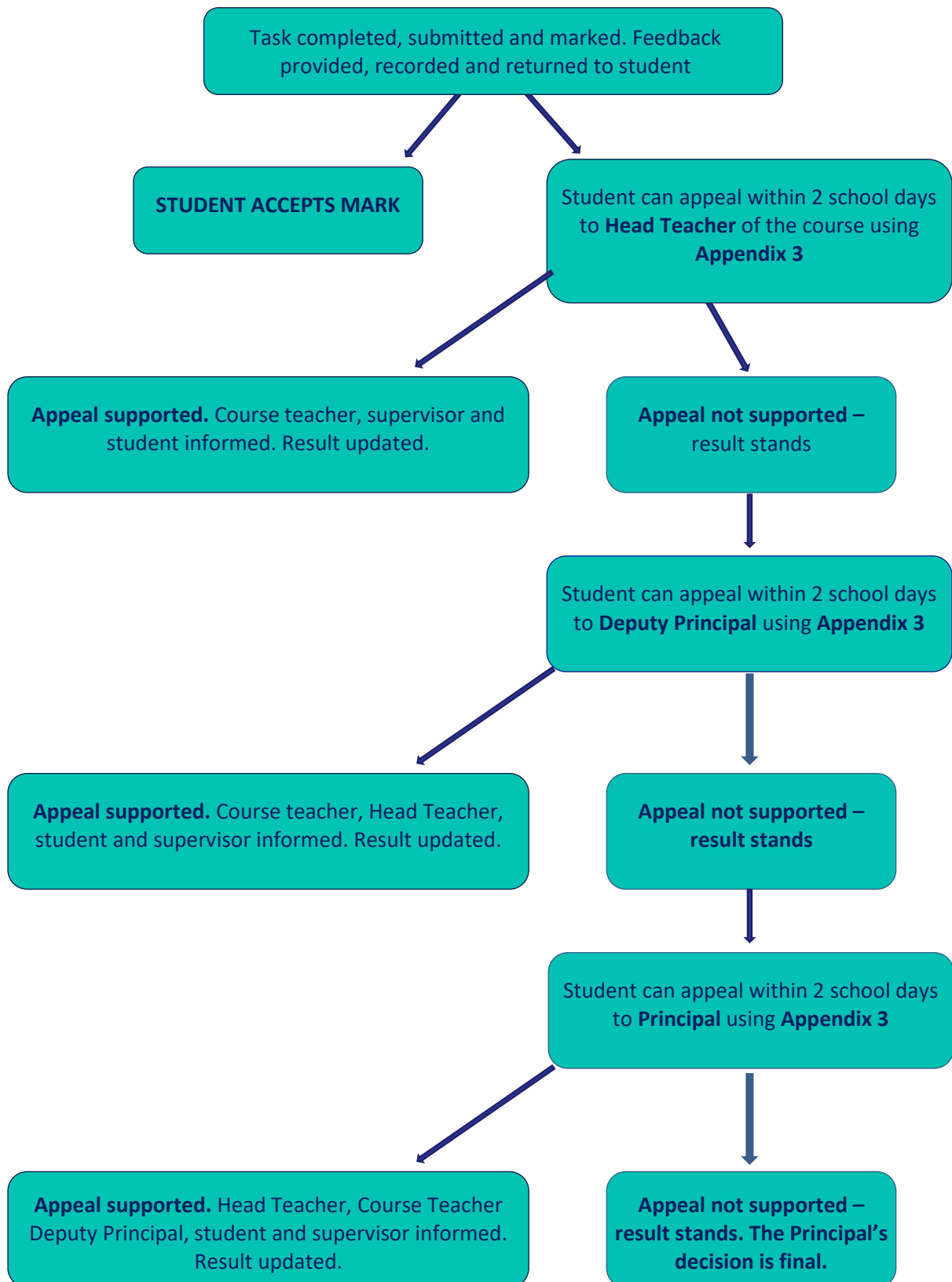
If the student remains dissatisfied, an appeal may be made within **2 school days** of the decision of the Deputy Principal to the Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines.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





## 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:

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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 like 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)

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**For Office Use Only:**

**Deputy Principal Decision**

☐ No change to HT decision: Reason/s:

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

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☐ 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:

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**For Office Use Only:**

**Principal Decision**

☐ No change to DP decision: Reason/s: \_\_\_\_\_

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

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☐ 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/marketing guidelines/course outcomes/feedback to be made here):

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☐ No change to mark. Reasons: \_\_\_\_\_

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☐ Change to mark. Reasons: \_\_\_\_\_

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☐ 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.**

☐ 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.**

☐ 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: \_\_\_\_\_

