

YEAR 10 ASSESSMENT POLICY

RECORD OF SCHOOL ACHIEVEMENT (RoSA) – MARCH 2019

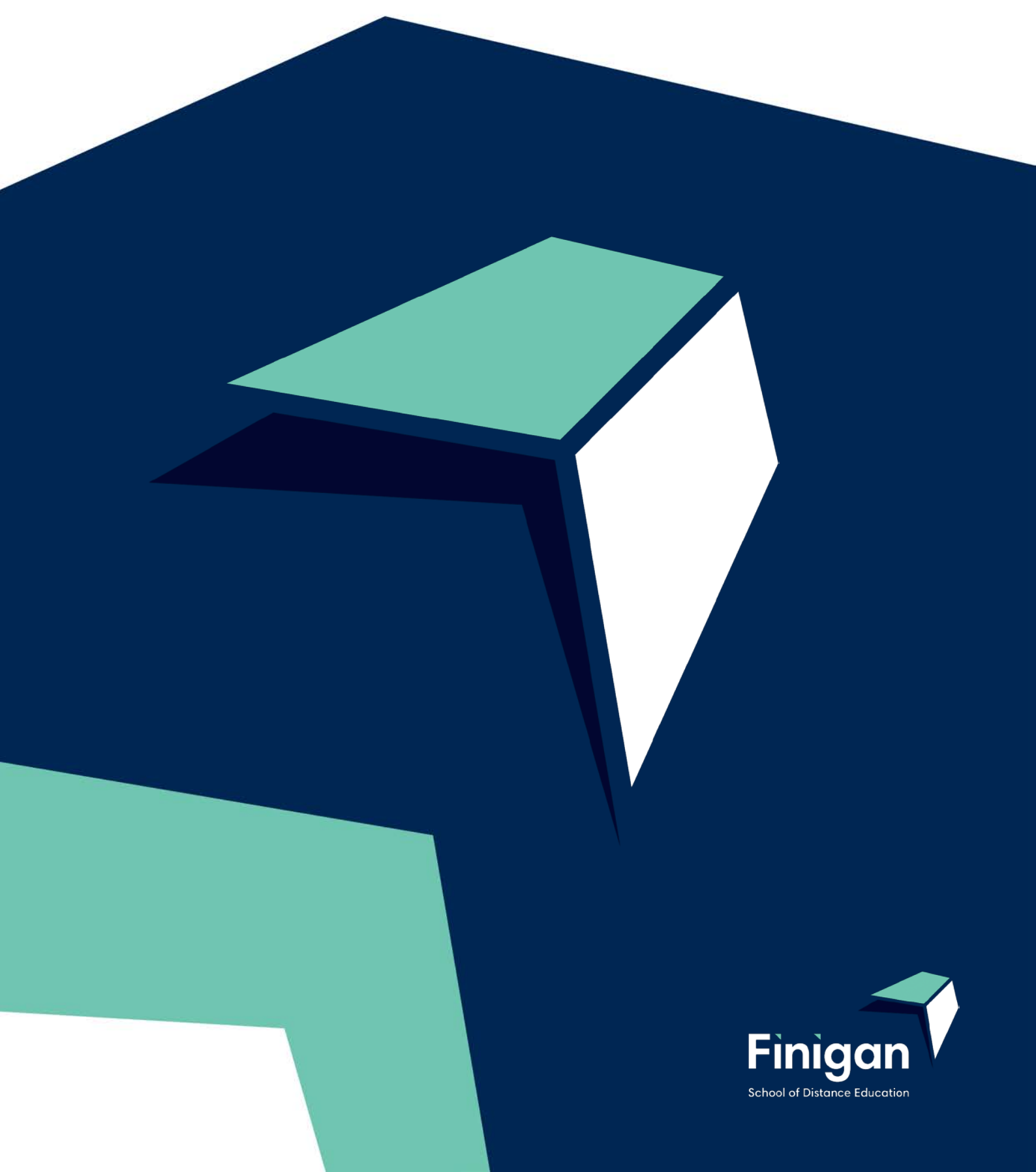


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What is the Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Students who require a copy of their results before leaving school will be able to access an e-record of their results in Students Online.

Students leaving school who do not meet the Record of School Achievement (RoSA) requirements are issued a printed **Transcript of Study** by NESA detailing completed courses and results. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed, and will indicate mandatory courses that have not been satisfactorily completed with the words **Not Completed**. The Transcript of Study will state that the student **is not eligible** for the RoSA.



Mandatory Course Requirements for Year 10 RoSA Eligibility

Students must satisfactorily complete the following courses as stated by the NSW Educational Standards Authority (**NESA**) in order to be eligible for a RoSA.

English

Mathematics

Science

Geography

History

Personal Development Health and Physical Education

Creative Arts Visual Arts and Music. Generally completed in Year 7 and 8

Languages Generally completed in Year 7 or 8

Technology Generally completed in Year 7 and 8

The Requirements for the Completion of Stage 5 Courses

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

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

In addition, it is a requirement for the award of the RoSA that students attend school until **the final day of Year 10** as determined by Department of Education. For Distance Education students this means remaining engaged with their courses and attendance at their 'home school' (if applicable) until the last day of school.

All formal assessment tasks will be sent in an A4 envelope and clearly identified as an assessment task or examination. Supervisors must read instructions on this cover page thoroughly before giving them to students.

This could result in:

- Students not being eligible for a RoSA;
- A transcript of study being awarded instead of a RoSA; or
- Ineligibility to move onto stage 6 Preliminary RoSA;



NESA will issue a student a RoSA when they formally inform their school that they are leaving because they:

1. have turned 17 and are leaving secondary schooling;
2. have found full-time paid employment for 25 hours or more a week (provided the student is at least 15 years of age);
3. are attending training as a full time student at TAFE NSW or private training institution;
4. are undertaking a traineeship or apprenticeship; or
5. are doing a combination of the above.

Stage 5 Grading

Each student will receive a grade (A, B, C, D, or E) based on their achievement in the course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

Teachers use Stage 5 **Course Performance Descriptors** to determine Stage 5 grades. The descriptors are used across all schools in the state to ensure consistency. Course Performance Descriptors are sent to student with their initial pack for each subject in which they are enrolled.

School-Based Assessment: Stage 5 RoSA

In Year 10, students follow a program of formal school based assessment in all courses.

All tasks are designed to assess what students know and can do in relation to course outcomes and the Course Performance Descriptors for Stage 5. Each task gives the student the opportunity to demonstrate their level of achievement through a range of task types such as research tasks, 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 make a **genuine and serious attempt** in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Stage 5 RoSA. These grades will appear on the RoSA Credential.

Students will be notified of assessments tasks according to their mode of delivery, either electronically or hard copy.



Students Accessing Life Skills Courses

For a small percentage of students with special education needs, in particular for those students with an **intellectual disability**, it may be determined that the regular outcomes and content in one or more courses is not appropriate. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program.

A decision to allow a student to undertake Life Skills in one or more Years 7–10 courses is made collaboratively with the student, parents/carers and the school.

Students, undertaking Life Skills courses, are assessed on their achievement of course outcomes in a number of ways and across a range of environments, including the school, home and community. Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at particular points in the course of study.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

Timing of Assessment Tasks

Assessment schedules for each course set out the approximate timing of each task, that is, the week it is due. 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.

Changes to the Assessment Program and Course Schedules

In exceptionally rare circumstances a change to the assessment program and/or course 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



Honesty in Assessment

Finigan School of Distance Education expects that all student work, formal and informal, is the student's own original work, completed independently by the student and written in their own words. We expect that students practice the principles of good scholarship which involves:

- Being honest and ethical about what is your own work and what is not;
- Acknowledging where you got the work from that is not your own;
- Listing the sources of your information correctly and citing each source;
- Using your own words; and
- Working independently.

All work that is not the student's own work must be acknowledged. Each course will have different requirements for referencing work. The basic principles for referencing work are:

- Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number);
- Using the ideas of others should be acknowledged in *Italics, with the title, author, source*;
- Paraphrasing the words/sentences of others should also be presented in *Italics, with the title, author, source*; and

Submission of Tasks

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.

Supervisors are required to sign the Assessment Task notification declaration on completion of the task.

Submission of Drafts

Students may submit draft work for teacher review and feedback in the Stage 5 Course. Students must be aware, however, that just because draft work is submitted and recommended improvements are made student results may not necessarily or automatically increase. Students must be aware of the standards, the course outcomes and marking guidelines when reviewing their work and results.



Late Submission of Tasks

A submitted assessment task will be deemed late if it does not reach Finigan School of Distance Education within what is deemed to be a reasonable time (allowing time for dispatch on the due date and transit time only) from the due date. A task will also be deemed late if it is not signed and dated by the supervisor on or prior to the due date. Completed tasks must be posted/emailed as a **matter of urgency**, not convenience.

If a student is unable for any reason 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 posted and advise the student of any process they may need to follow. (eg, illness/misadventure)

Failure to Submit a Task

Where there is no valid or acceptable reason for not completing an assessment task, a **Non Attempt** 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. All tasks, including late tasks, will be marked and constructive feedback provided to students.

Failure of Technology

Generally, failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced on a computer, 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 computer failure result in late work, the same penalties apply as for other late submissions (use Appendix 1).

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 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 **48 hours** of being informed verbally or by email by the Course Teacher or Head Teacher (Appendix 1).

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 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.

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 and one or more of the following will occur where appropriate:

- Part of the task will not be marked or considered in student feedback;
- 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



Disability Provisions

For students with identified special needs or a diagnosed long or short term disability the school provides, in line with procedures and provisions approved by NESAs for the external HSC examinations, access to provisions to (as far as is 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; and/or
- 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 (eg, medical certificates, medical reports etc. that are no older than 12 months in nature). Course Teachers, in consultation with the Course Head Teacher or Deputy Principal (if necessary) can then approve a disability provision for a school based assessment.

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

All evidence provided to support a student's request for a provision must not be older than 12 months.

Malpractice

All work presented must be a student's own work or be acknowledged appropriately with reference to the source or author. Malpractice is taken very seriously as it means students are not able to receive appropriate feedback and they have gained unfair advantage and results. This is inequitable and unfair.

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 the HSC examination;
- 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.

In the case of suspected 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; or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

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, 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, **within 48 hours** of the suspected or proven malpractice and be presented with the evidence.
2. An **'N' Warning letter** will be generated by the Course Teacher or Head Teacher to officially inform the student/parent/caregiver 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.
6. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal **within 48 hours** of verbal/written notification of an incidence of malpractice.

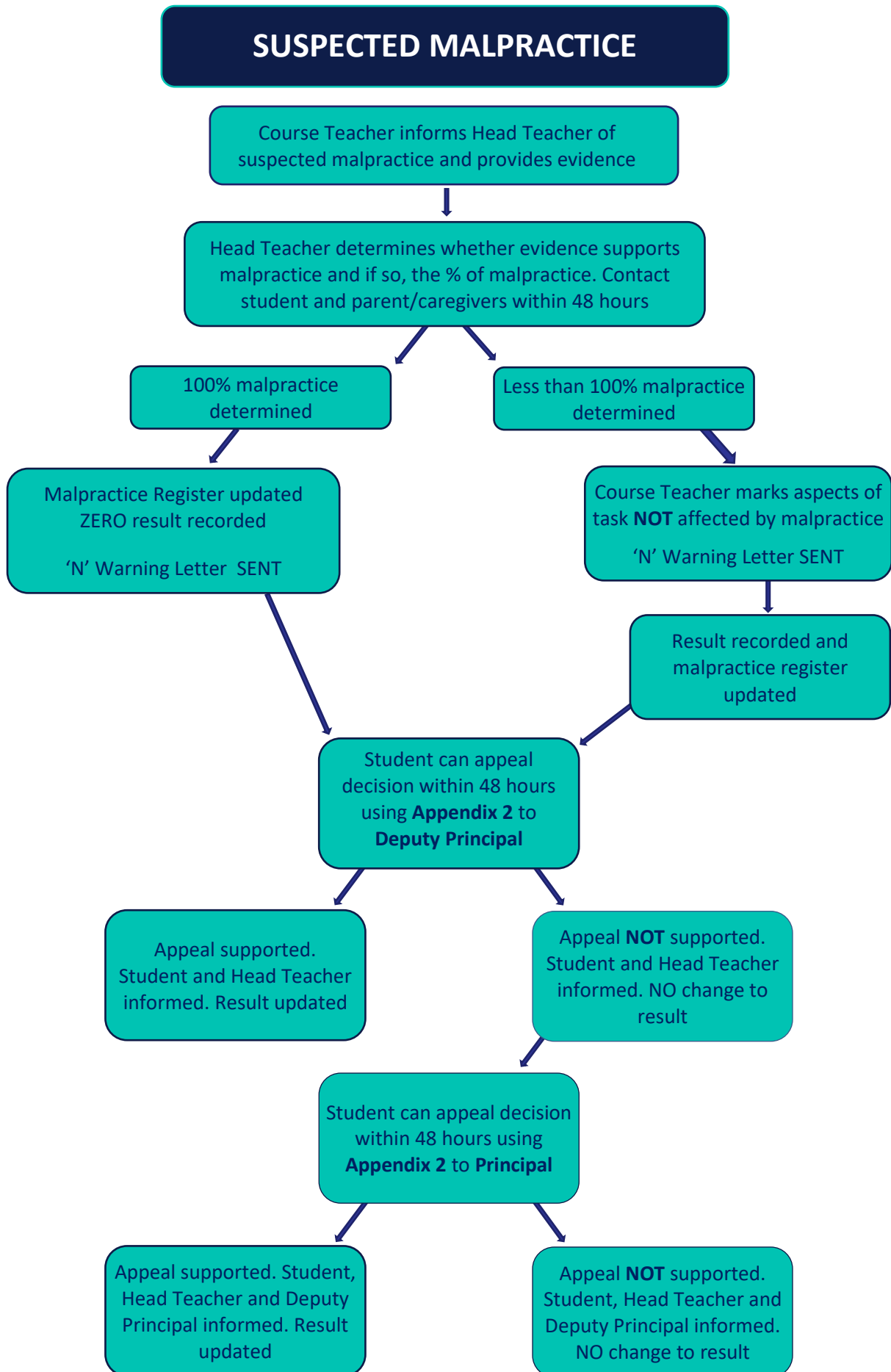


Consequences of Malpractice

Proven malpractice will limit a student's results for a task and may jeopardise their satisfactory completion of the RoSA and may jeopardise entry into the Preliminary RoSA and HSC Credentials.

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; and/or
- Withdrawal from course/s.





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 is 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 48 hours 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;
- 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 – 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:

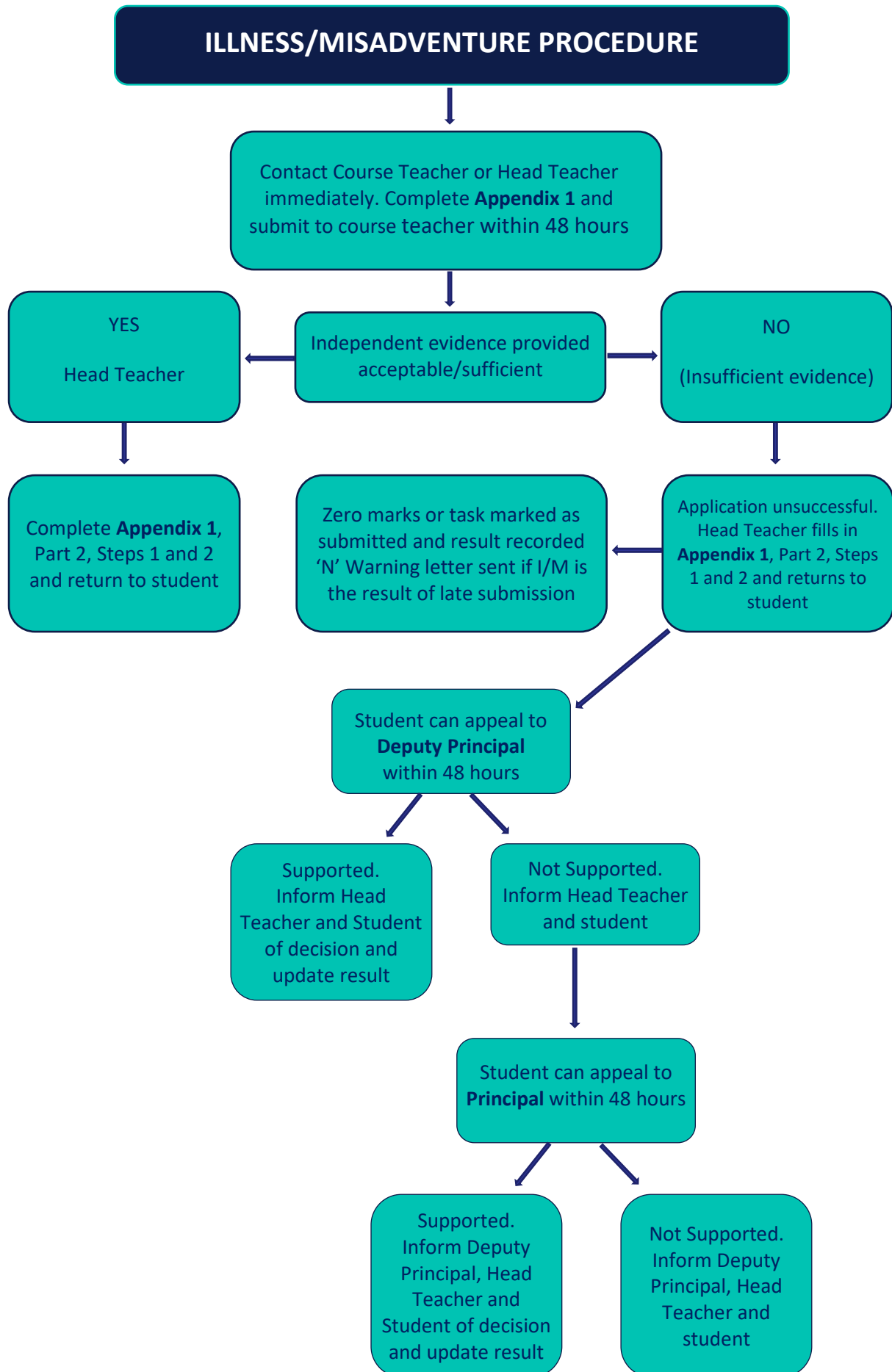
1. A new due date will be provided by which to submit the same task.
2. A new due date will be provided by which to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components.
3. In exceptional circumstances and at the direction of **the 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.)



The first preference of Finigan School of Distance Education is that actual student work is used in determining a students' understanding of course content and the achievement of outcomes. This process DOES NOT compensate students by giving additional marks or reducing task expectations.

Appealing: Illness and Misadventure Declined Application

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 48 hours of being notified of the decision in Step 1 (Appeal form).





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).

Students have 48 hours 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 and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **48 hours** 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 and Head Teacher will be informed of the result of the appeal.

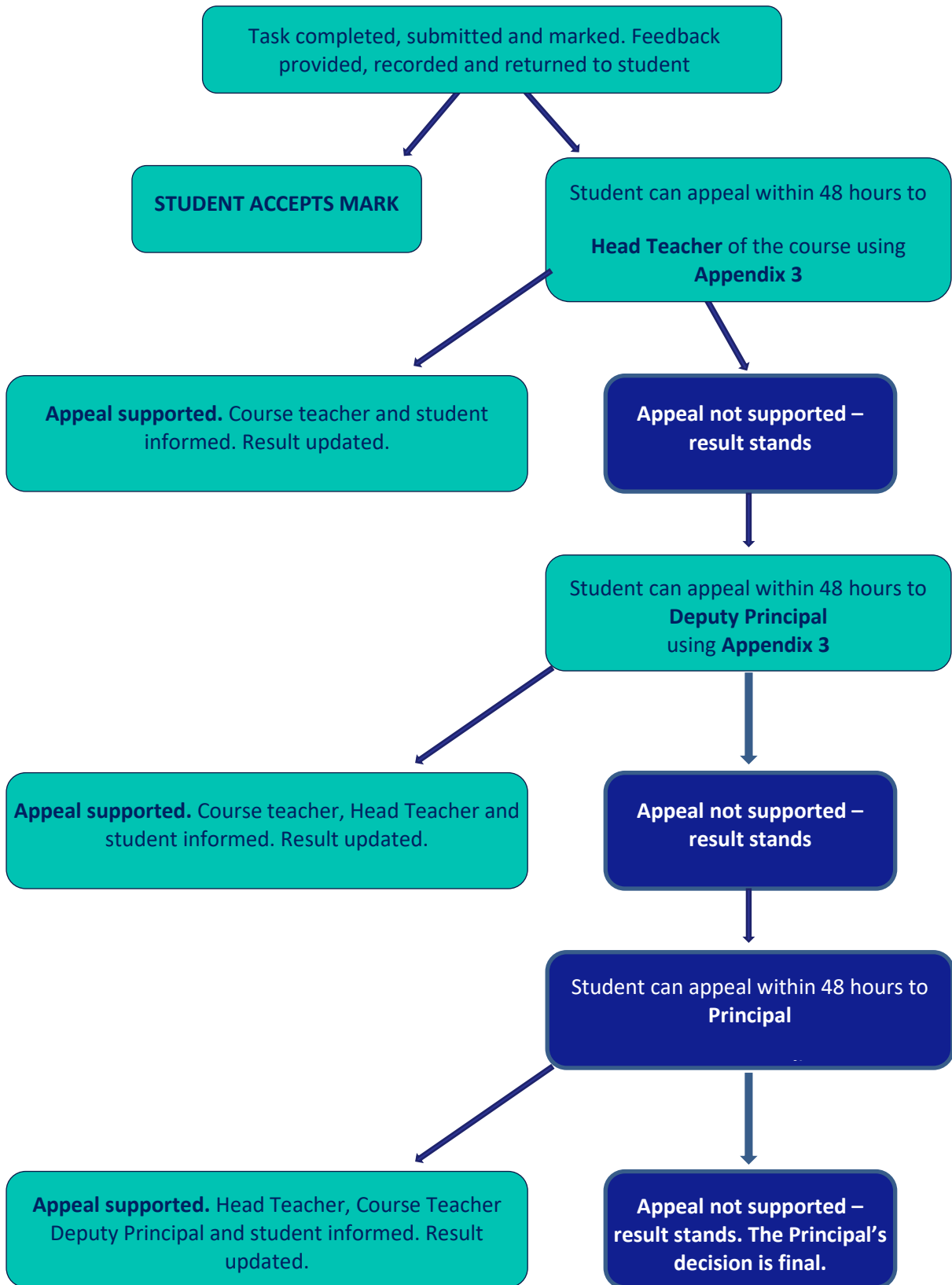
If the student remains dissatisfied, an appeal may be made within 48 hours of the decision of the Deputy Principal to the Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines. The Principal will review all the evidence and inform the Deputy Principal, Head Teacher and student 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





Appealing RoSA Grades

Students wishing to appeal against the grade/s in any subject awarded to them by the school must do so in writing with related and relevant evidence to the Principal within 48 hours of RoSA Grades becoming available to them. Students will need to substantiate that the grade/s awarded in the course/s was inconsistent with the progressive reporting from the course teacher. If the appeal is upheld, the Principal will send notification to NESAs of a change of grade awarded and records will be changed. Where possible, all reviews of the grade/s awarded in any course will be resolved within the school, by the Principal. However, provision has been made for subsequent appeals to NESAs.

In the event that an appeal is made to NESAs, NESAs will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade/s conform with NESAs advice and the school's policy regarding the grading of student achievement;
- the conduct of the school review was proper in all respects; or
- since the appeal is directed to the progressive reporting by the school, NESAs will not revise individual tasks or test marks. If the appeal is upheld, NESAs will refer the matter back to the school Principal for a further review.

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 its consequences and their right of appeal.

Accessing Your Student eRecord

All students and schools will have access to a record of student results on a Student eRecord. The Student eRecord is available through [Students Online](#) for students, and [Schools Online](#) for schools. The Student eRecord is **not a formal** NESAs credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable. It will be available to students at the end of Year 10 (late term 4). Date to be advised by NESAs.



Numeracy and Literacy Tests

Optional tests in literacy and numeracy are available for students who intend to leave high school before completing their HSC.

These tests are the same as the minimum standard literacy and numeracy tests.

Taking these tests will allow students to prove to employers or places of further learning that they have the basic reading, writing and numeracy skills essential for success in everyday life. Test results are reported separately from the RoSA and are not a requirement for its award.

FINIGAN

School of Distance Education

77 Agnes Avenue, Queanbeyan NSW 2620

Phone: 02 6210 5200

Email: finigansde@det.nsw.edu.au

Website: Finigan-d.schools.nsw.edu.au

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: _____

Parent/Caregiver 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: _____

Subject: _____ 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 informed of decision Recorded

Additional comments: _____

Signed: _____ (Student) Signed: _____ (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 48 hours of the HT decision).

Deputy Principal Decision Appeal Supported Appeal Not Supported

Additional comments/reasons: _____

Student informed Head Teacher informed

Signed: _____ (Student) Signed: _____ (Deputy Principal)

Date: _____

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 48 hours of the DP decision).

Principal Decision Appeal Supported Appeal Not Supported

Additional comments/reasons: _____

Student informed Head Teacher informed Deputy Principal informed

Signed: _____ (Student) Signed: _____ (Principal)

Date: _____

FINIGAN

School of Distance Education

77 Agnes Avenue, Queanbeyan NSW 2620

Phone: 02 6210 5200

Email: finigansde@det.nsw.edu.au

Website: Finigan-d.schools.nsw.edu.au

Malpractice Appeal Form

Please submit this appeal form (within 48 hours of HT decision) to the Deputy Principal

Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____ Head 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/parent informed

FINIGAN

School of Distance Education

77 Agnes Avenue, Queanbeyan NSW 2620

Phone: 02 6210 5200

Email: finigansde@det.nsw.edu.au

Website: Finigan-d.schools.nsw.edu.au

Task/Result Appeal Form

Please submit within 48 hours of task being returned to you

Student Name: _____ Course: _____

Date: _____ Teacher: _____ Head Teacher: _____

Task Name: _____ Task/Result being Appealed: _____

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

Step One – Appeal to Head Teacher: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student informed Teacher informed

Student Signature: _____ Date: _____

Step Two – Appeal Deputy Principal: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

- New Mark: _____ Updated result recorded
 Student informed Head Teacher informed

Student Signature: _____ Date: _____

Step Three - Appeal Principal: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

- New Mark: _____ Updated result recorded
 Student informed Head Teacher informed Deputy Principal informed

Student Signature: _____ Date: _____

