



St Columba
Anglican School

Higher School Certificate Assessment Handbook 2026

A world of opportunities

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Year 12 Assessment Schedule 2026

This Assessment Schedule is issued subject to NSW Education Standards Authority rules and regulations for the Higher School Certificate 2026.

Please note that any changes to tasks will require written notification.

Assessment Schedule				Term 4, 2025
Week	Line	Subject	Task description	Value (%)
5	3/5	Biology	Practical investigation and report	15
	3	Studies of Religion	Source Based Task	20
	4	Ancient History	Oral Presentation	20
	5	Engineering Studies	In Class Test	20
	7	Mathematics Extension 1	In Class Task	20
6	4	French Continuers	Research Task	20
	5/6	Health & Movement Science	Australia's Health in class Task	25
	5	Software Engineering	Programming Task	20
	5	Legal Studies	Human Rights Report	20
	6	Modern History	Source Task	20
	6	Physics	Skills Test (In-class practical + data analysis)	20
7	2	Mathematics Advanced	In Class Task	20
	2	Mathematics Standard	In Class Task	20
	3	Design & Technology	MDP Proposal	15
	3	Industrial Technology: Multimedia	Industry Study	15
	3	Economics	In Class Test	20
	7	English Extension 2	Viva Voce	30
8	3/4	Chemistry	In-class test - Data Analysis	20
	4	CAFS	Parenting and Caring Task	25
	4	Music 1	Composition/ Core performance	15
	6	Textiles & Design	MTP Proposal	35
	6	Business Studies	Marketing Presentation	20
	6	Geography	In ClassTask	20
	6	Drama	Studies in Drama and Theatre (Practical +Written)	25
	7	Mathematics Extension 2	In Class Task	20
9	1	English Standard	Critical Response	20
	1	English Advanced	Multimodal Presentation	20
	5	Visual Arts	Body of Work Progress and VAPD	15

Please note that any changes to tasks will require written notification to the Manager of School Operations

Assessment Schedule			Term 1, 2026	
Week	Line	Subject	Task description	Value (%)
1				
2	7	English Extension 1	Imaginative Response and Reflection	30
3	1	English Advanced	Composition with Reflection	25
	7	Science Extension	Oral presentation	30
	5	Dance	Core Studies - Work in Progress	30
4	3	Studies of Religion	Research Essay	25
	3	Design & Technology	Case Study of Innovation	20
	3	Industrial Technology: Multimedia	Project Proposal	25
5	2	Mathematics Standard	In Class Task	20
	2	Mathematics Advanced	In Class Task	25
	7	Mathematics Extension 1	In Class Task	25
6	4	Ancient History	Source Analysis	25
	4	French Continuers	Analysis In Class Task	20
	5	Legal Studies	Crime research and in class task	25
	5	Software Engineering	Secure Software Task	20
7	3	Economics	Research Essay	25
	3/6	Health and Movement Science	Depth Study practical application in class analysis	20
	4	CAFS	Groups in Context assessment	25
	5	Engineering Studies	Research and Structural Design Task	30
	7	Mathematics Extension 2	In Class Task	25
8	1	English Standard	Multimodal Presentation	25
	6	Geography	Multimodal Presentation	25
	6	Physics	Depth study (Submission of report)	30
	6	Business Studies	Research Essay (in class)	25
	6	Modern History	Historical Analysis	25
	7	English Extension 2	Literature review	40
9	3/5	Biology	Depth Study Report	30
	5/6	Chemistry	Depth Study Investigation (in class analysis)	25
	5	Dance	Major Study - Work in Progress	20
10		Half Yearly Examinations		
	2	Entertainment Industry	Examination	50
	4	Construction	Examination	50
	3	Hospitality	Examination	50

Please note that any changes to tasks will require written notification to the Manager of School Operations

Assessment Schedule				Term 2, 2026
Week	Line	Subject	Task description	Value (%)
1	6	Drama	Australian Drama & Theatre (prac & written)	25
2	5	Visual Arts	Essay Task	20
3	2	Mathematics Standard	In Class Task	30
	2	Mathematics Advanced	In Class Task	25
	7	History Extension	Independent Research Project - Essay	40
	7	History Extension	Independent Research Project - Historical process	30
4	1	English Standard	Composition and Reflection	25
	4	Music 1	Core Perf/Elective 1 & 2/ Musicology	30
5	3/6	Health and Movement Science	Training for Improved Performance Task	25
	7	Mathematics Extension 1	In Class Task	25
	7	Science Extension	Statistical analysis Exam	30
6	3	Industrial Technology Multimedia	Prototyping and Production	30
	5	Software Engineering	Software Engineering Project	30
	6	Design & Technology	Completed MDP Evaluation	35
	6	Modern History	Essay	25
	7	Mathematics Extension 2	In Class Task	25
7	3	Studies of Religion	Research Task	25
	4	Ancient History	Research Task	25
	4	French Continuers	Role Play	30
	5	Engineering Studies	Engineering Report	20
	5	Textiles & Design	Oral Presentation	35
	6	Business Studies	Financial Statement Analysis	25
	7	English Extension 1	Critical Presentation	40
8	3/5	Biology	Problem solving/data analysis task	25
	3	Economics	Research Oral Presentation	25
	4	CAFS	Independent Research Project	20
	5	Legal Studies	World Order - Multimodal Presentation	25
	5	Dance	Practical Trial Examination	40
	7	English Extension 2	Critique of the Creative Process	30
9	5/6	Chemistry	Problem-solving Practical Task	25
	6	Geography	Fieldwork based response	25
	6	Physics	Data analysis	20
	1	English Advanced	Critical Essay	25
	6	Drama	Progress of IP and GP	20

Please note that any changes to tasks will require written notification to the Manager of School Operation

Assessment Schedule				Term 3, 2026
Week	Line	Subject	Task description	Value (%)
1	4	Music 1	Composition, Elective 2 and 3 Performance	30
	5	Visual Arts	Body of Work	35
	6	Drama	Practical Trial Examination & Preview	20
2	ASSESSMENT FREE PERIOD			
3/4		Ancient History	End of Course Examination	30
		Biology	End of Course Examination	30
		Business Studies	End of Course Examination	30
		CAFS	End of Course Examination	30
		Chemistry	End of Course Examination	30
		Dance	End of Course Examination (In-class)	10
		Design & Technology	End of Course Examination	30
		Drama	End of Course Examination (Written)	10
		Economics	End of Course Examination	30
		Engineering Studies	End of Course Examination	30
		Software Engineering	End of Course Examination	30
		English Standard	End of Course Examination	30
		English Advanced	End of Course Examination	30
		English Extension 1	End of Course Examination	30
		Entertainment Industry	End of Course Examination	50
		Geography	End of Course Examination	30
		Health and Movement Science	End of Course Examination	30
		History Extension	End of Course Examination	30
		French Continuers	End of Course Examination	30
		Industrial Technology: Multimedia	End of Course Examination	30
		Legal Studies	End of Course Examination	30
		Mathematics Advanced	End of Course Examination	30
		Mathematics Standard	End of Course Examination	30
		Mathematics Extension 1	End of Course Examination	30
		Mathematics Extension 2	End of Course Examination	30
		Modern History	End of Course Examination	30
		Music 1	End of Course Examination (Written)	25
	Physics	End of Course Examination	30	

Please note that any changes to tasks will require written notification to the Manager of School Operations

Assessment Schedule				Term 3, 2026
Week	Line	Subject	Task description	Value (%)
		Studies of Religion	End of Course Examination	30
		Textiles & Design	End of Course Examination	30
		Visual Arts	End of Course Examination	30
		Hospitality	End of Course Examination	50
		Construction	End of Course Examination	50
6	7	Science Extension	Submission of scientific report	40

Please note that any changes to tasks will require written notification to the Manager of School Operations

St Columba Anglican School

HSC Assessment Procedures 2026

The NSW Education Standards Authority (NESA) mandates a number of procedures for the determination of Stage 6 School Assessment. This booklet summarises the requirements for Higher School Certificate Course assessments in particular and shows how they apply to you as a student enrolled in Higher School Certificate courses at St Columba Anglican School.

Introduction

The NSW Education Standards Authority (NESA) requires schools to monitor student achievement of course outcomes in each Higher School Certificate course. Assessment tasks are designed to provide feedback throughout the Preliminary and Higher School Certificate course and also provide a summative measure of your overall achievement in each subject at the conclusion of the Higher School Certificate year.

At the end of the Higher School Certificate year St Columba Anglican School is required to submit assessment marks to the NSW Education Standards Authority for each HSC course. These assessment marks are used in conjunction with your external HSC examinations to determine your mark and achievement band for each completed course.

Assessment marks in the Higher School Certificate courses are derived from assessment tasks administered within the school-designed assessment program for each course.

The Higher School Certificate assessment strategies developed by St Columba Anglican School for each Higher School Certificate course are intended to reflect your achievements relative to the performance standards that students enrolled in each subject are expected to achieve by the end of the Higher School Certificate course, expressed as Course Outcomes. Your assessments will provide a summation of your achievement measured at intervals throughout the Higher School Certificate course which have built on your work in the Preliminary course.

Measuring achievement at points during the course provides a more reliable and meaningful indication of your achievement than a single, final examination. It increases the accuracy of the overall assessment of your achievement in each course by using a variety of assessment tasks and methods relevant to each subject. School assessment caters for those knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. practical, research or fieldwork skills). This broadens the base of the assessment.

Assessment and the Preliminary and Higher School Certificate Courses

Most subjects in Stage 6 are divided into two courses: the Preliminary Course which spans Terms 1, 2 and 3 in Year 11 and the Higher School Certificate Course which includes Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. School based assessment is a requirement of both courses.

Assessment for Stage 6 courses is based on each student's attainment of Syllabus outcomes. Student outcomes are assessed through a number of assessment tasks set throughout each course.

- **Formative / Diagnostic Tasks**

Some tasks will be formative or diagnostic in nature and are designed to assist student learning by highlighting strengths and identifying areas that need special attention in preparation for either future assessment tasks or examinations.

- **Summative Assessment Tasks**

Other tasks will count directly toward the school's internal assessment program and will contribute to the formal assessment of student achievement of the outcomes of the HSC Course. The difference in achievement of these outcomes as demonstrated by the quality of each assessment task will be the basis for determining the relative difference between students.

The outcomes of each course will be assessed more than once during the course. An outcome can be the focus of more than one task. It is expected that students will know and understand the outcomes that are to be assessed in each task. To assist students in understanding how well they have achieved these outcomes teachers will provide feedback based on marking schemes which are linked to each outcome being assessed.

The ultimate value of School Assessment

The purpose of school assessment in Stage 6 (Year 11 and Year 12) is to provide measures of your achievement in each of your Preliminary and HSC Courses. These assessment marks are based on:

- a wider range of syllabus outcomes than may be measured by the external examination alone, and
- multiple measures and observations made throughout each course rather than at a single, final examination.

In this way, it is intended that the assessment marks will give a better indicator of your achievement in each subject, rather than relying solely on your performance in one examination at the end of the course.

In cases of accident or misadventure near the time of the HSC Examinations, the NSW Education Standards Authority (NESA) may need to rely entirely on your HSC assessment grades. For this reason you should develop the habit of maximising your assessment marks as insurance against the risk posed by illness or misadventure during the HSC examination period.

Record of School Achievement

The Record of School Achievement (RoSA) is a cumulative credential that students will receive at their point of exit from school. Typically this will be as a Record of Achievement at the conclusion of the HSC examinations, but may be received earlier if students choose to leave formal schooling prior to this. Students in Year 11 may request a transcript of their credential if required.

At the end of Year 11, the NSW Education Standards Authority (NESA) requires schools to submit school assessment grades for each of your subjects, ranging from A (excellent achievement) to E (elementary achievement), based on assessment tasks which you will be required to complete during the Preliminary Course.

General Procedures

As a student enrolled in the Preliminary and HSC year you need to be aware of the following:

- Each course will ordinarily have three or four formal assessment tasks. Tasks set toward the end of the HSC year will generally have greater weight than tasks set earlier in the course.
- Other diagnostic tasks will be set throughout the course. All diagnostic tasks must be completed to a satisfactory standard to complete overall course requirements.
- Your teacher will give you notice (normally a minimum of two weeks) of the timing of assessment tasks. Your teacher will give you additional information indicating the course outcomes that will be assessed in each task.
- Your teacher will mark each task and provide you with feedback on your performance in each assessment task. This might take the form of a grade, mark or a percentage together with written comments and/or other information based on the outcomes being assessed. The marking scheme for each assessment task is linked to these course outcomes.
- According to the HSC standards referencing techniques, school assessment tasks will be accompanied by marking scales and other information, including relevant course outcomes. These outcomes will be explained in class and can also be found on the NSW Education Standards Authority website.
- Your teacher will keep a cumulative mark book of all your assessments.
- At the end of the assessment period (which usually corresponds with the completion of the Preliminary / Trial HSC examinations) the marks for every assessment task within each course will be added together (or aggregated) according to the weightings described in this booklet.

Rank and Rank Order

Throughout each course teachers will provide students with their marks and rank order for each task. Students will also be provided with a cumulative rank order based on all tasks submitted thus far.

Satisfactory Completion of the Preliminary Year

In order to complete the Preliminary year students must satisfactorily complete a minimum of twelve units of Preliminary courses. To satisfactorily complete a Stage 6 course, as per the NSW Education Standards Authority *Assessment Certification Examination Manual*, a student will need to provide sufficient evidence that he or she has

- **followed** the course developed or endorsed by the NSW Education Standards Authority,
- **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.

Satisfactory completion of a course is thus related to how well each student completes the assessment tasks for that course, in terms of quality, completeness and punctuality.

Satisfactory Completion of the HSC Year

In Stage 6, students in the HSC year can present for the HSC with ten units. At St Columba Anglican School we advise that students should sit the HSC with at least eleven units. This has been demonstrated to improve the likelihood of success in the Higher School Certificate and increase the possibility of a greater ATAR.

School Reporting

Student progress in Year 11 will be formally reported by the School on two occasions: Initially, towards the end of Term 2 and secondly, in Term 4 after the end of course examinations held in Term 3. Parent Teacher Nights will be held in Term 2 and 3.

St Columba will continue the Progressive Online Reporting System. This will enable parents to access student marks, grades and feedback via the Parent Lounge throughout the school year. For more information please see the Parent Guide to Progressive Reporting.

NSW Education Standards Authority Reporting - RoSA Credential

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. The Board issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

All students will have access to a record of student results on a Student eRecord. The Student eRecord is available through Students Online for students. The Student eRecord is not a formal NESA 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.

The Common Grade Scale shown below is used to report student achievement in the Preliminary Stage 6 year. The Common Grade Scale describes performance at each of five grade levels.

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

NSW Education Standards Authority Reporting - HSC Credential

On satisfactory completion of the HSC year each student will receive the following documents from the NSW Education Standards Authority (NESA).

- **HSC Testamur**
This is a certificate that shows your name and the School.
- **HSC Record of Achievement**
This document shows the courses you have completed and the results in each course. The results will show your assessment mark, your examination mark and your HSC mark (which is the average of your assessment and examination marks). This document also provides you with the performance bands of each of the subjects you have studied.
- **VET Statement of Attainment and Certificate** (if applicable)
If you have studied a VET course a list of competencies will be included.

Tertiary Entry

Entry from Year 12 into University courses in NSW and the ACT generally depends on your Australian Tertiary Admissions Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the Universities, not by the NSW Education Standards Authority. Details of ATAR requirements can be found in the Universities Admissions Centre (UAC) Handbook. Contact UAC for further information on (02) 9752 0200 or view the UAC website at: www.uac.edu.au

Assessment Marks in the HSC Year

HSC assessment marks are moderated by the NSW Education Standards Authority to reflect the performance of the School on the external examination. This means that the school assessment marks will be adjusted to reflect the range of marks achieved by the School on the external Higher School Certificate examination.

This process is used to ensure that the internal assessment marks and external examination marks are aligned to the same standard since the examination is the one common task that all students complete under comparable conditions for each course. The school assessment mark and the external examination mark are then averaged to produce the final NSW Education Standards Authority HSC mark in each course.

Students who achieve the minimum standard expected in a course will receive a mark of 50 out of 100 possible marks. Students who achieve more than the minimum will receive a mark greater than 50. The five performance bands above 50 will represent increasing levels of achievement and will be referenced against specific criteria, known as Performance Descriptions, included in the report. The band from 90 - 100 will correspond to the highest level of achievement.

Administrative Procedures

In order to ensure that assessment tasks are conducted in a fair and uniform manner you need to be aware of the following procedures. These are identical to the policies and procedures applied to HSC assessments but vary in some detail from Record of School Achievement (RoSA) assessment procedures. To avoid any confusion please ensure that you are familiar with each item listed below. Failure to read these provisions will not be considered a reasonable excuse for late or unsatisfactory work.

Late Submission of assessment Items

Assessment tasks that are assignments or have a 'take home' component are due at the start of the school day (8.50am). Teachers will inform students of the provisions made for the submission of their work. If a student is unable to submit their assessment by 8.50am they will be required to complete an Illness/Misadventure Form available from the Secondary Office.

Late submission of work will be accepted and corrected, as part of the completion of course requirements, but **zero marks** will be awarded to that student for that item. Requests for extensions will not be considered if they are lodged after the due date. Any such claims must be lodged on the day or before a task is due.

The School will notify parents, using the NSW Education Standards Authority standard letter, whenever a zero mark is awarded. Students who receive two such letters will be considered likely candidates for an 'N' determination (see below).

Illness

A student who is absent from, or unable to complete, a particular task because of illness on the day of, or during an assessment, is required to inform the School prior to the task being completed and submit to the class teacher a request on the Application for Extension form. These forms are available from the Secondary Office. A separate application is needed for each assessment item affected.

In the case of sickness, a Doctor's Certificate must accompany the request. It is recommended that the Certificate be from a Doctor who is neither a relative of the student, nor working in the same practice as a relative. If you are ill the two days prior to an assessment task or an examination period you will require a Doctor's Certificate.

Long Term Illness

Students who suffer from long term or ongoing illness are still required to complete assessment tasks. In this case the School will provide disability provisions to make allowances for the illness. Applications for disability provision can be made through the Learning Support Coordinator.

Misadventure Provisions

A misadventure is an unforeseen event that impacts a student's ability to complete an assessment on the day. In the case of misadventure, a full account of the circumstances and their impact on the student's ability to complete the task should be provided on the appropriate proforma. Where possible, the names and phone numbers of at least one witness should be included. In the event of a misadventure, students must notify the school immediately. The documentation for the request for misadventure must be submitted on the first day you return to School after the misadventure.

Under no circumstances are students to assume a request will be granted. No request will be granted without the approval of the Manager of School Operations/Director of Teaching and Learning. Assessment items are not to be rescheduled until approval is given. No exceptions will be made.

Zero marks may be awarded for an item if:

- a student does not make an application for a substitute task or extension of time,
- a claim based on illness is not supported by an appropriate medical certificate,
- insufficient evidence is provided in support of an application based on misadventure, or

- a request for an extension of time or an alternative task is denied for reasons determined by the Manager of School Operations/Director of Teaching and Learning in conference with the relevant Head of Faculty.

A lost assessment due to technical issues does not qualify as misadventure. Your work is your responsibility – please back it up, especially online. Multiple back-ups are recommended for assessment tasks.

Students are expected to attempt all assessment tasks. If a student has an approved misadventure application, the school will provide the student with an opportunity to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task, provided it does not compromise the validity of the task, or
- providing the student with a substitute assessment task. A substitute assessment task assesses the same or similar outcomes as those of the original task and uses the same or similar marking guidelines.

In the case of examinations, students are encouraged to attempt all examinations if it is safe for them and other students to do so. If the examination result is below expectations and the rank order has been significantly impacted, the Director of Teaching and Learning, in consultation with relevant subject teachers, will conduct a formal review and may award an estimate based on completed comparable assessment tasks that contain comparable outcomes, whilst taking into account the relative performance of students who are ranked similarly to the student. Evidence from Formative Assessment may also be used to inform the estimate.

In exceptional circumstances, where a student cannot complete an assessment task, the school will also provide an estimate, following the same review procedures. If a student is awarded an estimate for any assessment task, they will automatically be ineligible for academic awards in the respective course and also ineligible for the Order of Merit.

Extensions of Time

The School has made every reasonable attempt to coordinate the timing of tasks to avoid an excessive number of assessment items occurring within the same week. Claims based on the assertion that there were too many tasks due in any one period will therefore not be an acceptable reason for an extension of time. Generally speaking requests for extension of time will not be granted unless made a minimum of two school days prior to the due date. Students must show suitable reasons (usually medical in nature) to justify an extension of time. Students should not assume that a request will be approved.

Guidelines for extensions

The following are guidelines for determining extensions for approved illness / misadventure cases:

Absence reason / length	Typical extension
Illness on due date	Sit assessment or hand in the next school day
Misadventure on due date	Sit assessment or hand in the next school day
Absence due to illness before due date	up to number of days as stated on medical certificate
Long term illness	See policy re disability provisions

Non-Serious Attempts

The NSW Education Standards Authority requires that students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in that course.

Where a student submits an assessment item that is regarded by the teacher as a non-serious attempt, the Manager of School Operations and parents will be informed, zero marks will be awarded and the student may be required to re-attempt the item. The second attempt will be graded but it will not contribute to the student's assessment marks.

The staff of St Columba Anglican School expect every student will make a considerable effort in all tasks. Students are advised to acknowledge that such a policy is in their best interests.

Malpractice or Cheating

Students are required to complete assessment tasks using their own abilities and not undertake activities which allow them to gain an unfair advantage over others. Students who copy the work of others, have others complete work for them, take days off school to complete items, miss classes (fractional truancy) to complete or prepare for items, or gain other such unfair advantage may be considered as having cheated or engaged in malpractice.

In such cases the teacher will inform the Manager of School Operations and provide evidence identifying the malpractice. The Manager of School Operations will take action based on this evidence. Malpractice typically results in zero marks being granted for that item. In serious cases the Manager of School Operations may recommend to the Principal that the student receive an 'N' determination in that subject and in extreme or repeat cases the non-award of the Higher School Certificate may be recommended.

Plagiarism

Plagiarism is the use of another person's ideas and written material (including information from books, encyclopaedias, magazines, any online material, and other electronic storage devices) as one's own original work. Students are permitted to use Artificial Intelligence (AI) tools in our secondary school setting for planning, preparation, modelling, and feedback purposes. Students will be guided by their class teacher and the assessment notification. AI is a supportive tool to enhance the learning process. A student's assessment work will reflect their own understanding and effort. Any form of plagiarism is entirely unacceptable in school assessment tasks. Plagiarism will be construed as cheating and penalties apply. At all times, students should acknowledge sources at the end of their work.

It is important to avoid any kind of malpractice as it may cause you to become ineligible for the Higher School Certificate. For example, malpractice in HSC assessment tasks may invalidate your entry to the HSC course in that subject. This could result in you having insufficient units for the granting of your Higher School Certificate. All students undertaking Preliminary or HSC courses must complete the *HSC: All My Own Work* program before the School's submission of students' Preliminary or HSC entries.

Acknowledging Sources of Information

Methods for avoiding the plagiarism provisions listed above include:

- expressing your ideas in your own words,
- acknowledging all quotations using a suitable referencing technique within the body of your assignment, and
- ensuring all sources of information are appropriately and accurately acknowledged in a Reference List or Bibliography included at the end of the assignment.

If you are unsure of the correct method of acknowledging your sources please check with your teacher for the Faculty's preferred method(s) of referencing.

Non-Completion of a Course

Students can receive an 'N' determination in a course if they do not meet the following requirements:

- students must follow the course developed or endorsed by the NSW Education Standards Authority,
- students must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the School, and
- students must achieve some or all of the outcomes of the course.

The Principal alone can make such a determination advised, where appropriate, by Faculty Coordinators. The Principal will only consider this option when clearly documented evidence exists.

As described above, this typically occurs after a student has failed to respond appropriately to **(two)** warning letters issued in relation to failure to submit satisfactory assessment tasks. Students and parents will be notified as soon as a pattern of performance, attitude or non-completion of course requirements emerges. The purpose of this early notification is to allow students to remedy the situation.

If the Principal determines that you have not completed a course satisfactorily you will have an 'N' printed beside the course on your Record of Achievement and it may mean that you may not be eligible for the Higher School Certificate.

Teacher Absence on the Day of a Task

If your teacher is absent on the day of a task the procedures will vary depending on the nature of the assessment task:

- If the task is a test or a class activity requiring supervision only the task will be held on the day as notified, or
- Assignment-based assessment tasks should be handed to the Faculty Coordinator.

Under no circumstances are students to leave assessment items at the Front Office or on the teacher's desk. Students should not ask friends or distant relatives to submit items on their behalf as any accident that might occur may not be covered by School's illness/misadventure provisions

Security of Records for Assessment Tasks

Each Faculty at St Columba Anglican School keeps multiple copies of assessment results so that at least one copy is secure. Nevertheless it is vital that you keep your assessment tasks on file at least until the

completion of your HSC (not Preliminary) examinations. Assessment tasks, and the evaluative comments made by teachers, are frequently very useful revision resources. Keep them for this reason if no other.

Assessments for Students who Transfer into the School or are Unable to Sit a Task

Students who arrive after the commencement of the Preliminary Year must be able to satisfy the Principal that they have the ability to satisfactorily complete the Preliminary course. A student who enters a HSC course after the assessment program has commenced will be required to provide evidence to each Subject Teacher that they have completed comparable work at their previous school.

If a student has not completed an assessment task, or if the mark gained is under review due to a successful illness/misadventure appeal, then in order:

- an alternate task may be given and the mark gained would be recorded by the relevant Faculty Coordinator, or
- In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the teacher in consultation with the relevant Faculty Coordinator and MSO will use an estimate based on other appropriate evidence.

Please note that missed tasks will be accompanied by a 'N' Award letter to ensure students are aware of the requirements to complete at least 50% of assessments to be eligible for the HSC.

Assessment of Accumulating HSC Subjects

If you choose to repeat a subject that you attempted as an accelerant in Year 10 no assignments or other assessment work may be resubmitted from the previous year.

Tasks That Fail to Discriminate or are Invalid for Other Reasons

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark). Sometimes a task might become invalid due to problems associated with its administration (such as noise or other disruptions). In these circumstances your teacher, in consultation with the Manager of School Operations, will replace the original assessment task with an additional task. Sufficient notice in writing will be provided for any additional tasks and if necessary weightings will be adjusted accordingly.

Separate Class Groups

Some senior subjects have two classes running at different times each day. Since it is desirable that common assessment programs be followed with common tasks, conditions and marking procedures, your teacher, in consultation with the Faculty Coordinator, will devise suitable strategies to ensure that classes in the same course are dealt with equitably. Where this is not possible, suitable procedures will be used to ensure the reliable aggregation of marks.

Special Provisions

For students with special needs, St Columba Anglican School makes every attempt to meet these needs in a similar fashion to the methods provided by the NSW Education Standards Authority in examination conditions. This might include amanuenses (writers), additional time and/or separate supervision. Alternative tasks may need to be devised for some students with disabilities.

Procedures for Appeals and Reviews

Assessment marks are to reflect the student's actual performance and not potential performance. They cannot be modified to take into account possible effects of illness or misadventure.

Appealing a Result in an Assessment Task

Academic departments use common marking criteria and guidelines, corporate marking or marking panels to ensure that tasks are marked consistently and fairly.

Students may appeal the result awarded only at the time when the task is returned to them. The appeal must be based on the student's performance against the marking criteria. The procedure is as follows:

- the student immediately informs the teacher,
- the teacher consults with the marker or marking team, and
- the teacher consults with the Faculty Coordinator, who makes an adjustment if necessary, based on the specific marking criteria associated with the assessment task.

The Manager of School Operations will make a final ruling if the student is not satisfied with the earlier appeal. The student will be notified of the result.

Appealing Decisions Arising from Plagiarism

If a determination has been made that an assessment task, or a section of a task, has been plagiarised, students will have the opportunity to appeal that decision. The procedure is as follows:

- the student will inform the teacher immediately,
- the student will collect the appropriate form from the Manager of School Operations,
- the form will be completed and returned to the Manager of School Operations within three school days of the determination having been made, and
- the Faculty Coordinator and Manager of School Operations will consult and make a determination on the appeal.

The Principal will make a final ruling if the student is not satisfied with the earlier appeal. The student will be notified of the result.

Appeals against Rank Order

In cases where the rank order is wildly different to expectations students may lodge an appeal for the School to check the methods used for deriving the rank order. As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices, that can be picked up by students after their last examination, and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a School Review.

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

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

- the weightings specified by the School in its assessment program conform with the NSW Education Standards Authority's requirements as detailed in the syllabus packages,
- the procedures used by the School for determining the final assessment mark conform with its stated assessment program, in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program, and
- there are no computational or other clerical errors in the determination of the assessment mark.

Following the review of these factors the School will determine whether these conditions have been met. If they were met in the original process no change to the assessment will be made (see diagram). If the review reveals as an error in the process a revised mark and Rank Order will be generated and sent to the NSW Education Standards Authority.

If the student does not agree with the results of the School's review the student may make an appeal to the NSW Education Standards Authority. As there is no provision for appeal against the marks awarded for individual assessment tasks the NSW Education Standards Authority will consider only whether:

- the School review process was adequate and
- the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, the NSW Education Standards Authority will not itself revise assessment marks or the order of merit. If the appeal is upheld, the NSW Education Standards Authority will refer the matter back to the School for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected. The NSW Education Standards Authority will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire School group.

Appeals to the NSW Education Standards Authority should be submitted by the date shown in the Higher School Certificate Events Timetable.

Where to go for Advice

Should you need any additional advice, or clarification of this document, you are welcome to discuss any matters with your teacher(s), Year Patron, Manager of School Operations or the Director of Teaching and Learning.

If you wish to seek advice which is independent from St Columba Anglican School your parents are entitled to ring the NSW Education Standards Authority Liaison Officer, Coffs Harbour Education Campus, on (02) 6659 3274.

HSC Rank Order Appeals Process

