

Title:	Stage 6 Academic and Assessment Policy and Procedures
Summary:	Stage 6 academic and assessment requirements, overview of assessment and associated policies and procedures
Intended Audience:	Students, Parents, Teaching Staff
Author:	Director of Teaching and Learning
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SECTION 1 – Stage 6 Assessment

This document outlines the policy and procedures associated with the assessment of the Preliminary and HSC Course at The Armidale School of the Higher School Certificate and draws on the New South Wales Standards Authority (NESA)'s advice contained within the Clarified ACE Rules (updated October 2024) and other relevant documents available on NESA's website.

Students in their preliminary or HSC year are responsible for:

- Ensuring that they obtain and understand the school's assessment policy for Stage 6
- Attempting, or submitting, each assessment task on the due date to the best of their ability.
- Ensuring that an in-class task has been submitted directly to the teacher at the end of the lesson and before their departure.
- Ensuring that any concerns that they have about the marking or comments concerning assessment tasks are addressed during the lesson that the task is returned and that the task stays with the teacher until its resolved.
- Demonstrating through application and achievement, that they have met the requirements of each task and, ultimately, each course.
- Completing appropriate applications for Illness or Misadventure should they fail to meet task deadlines due to reasonable absence, illness or misadventure.
- Discussing any concerns with the Director of Teaching and Learning in a timely manner (within two school days unless that is not possible).

1.1 Requirements for the eligibility for the HSC

([ACE 1.2](#), [ACE 3.2](#), [ACE 4.1](#), [ACE 4.2](#) and [ACE 5.1](#), [ACE 8](#), [ACE 10.2](#) and [ACE 12](#))

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have completed All My Own Work, and
- demonstrated the minimum standard of literacy and numeracy, and
- satisfactorily completed courses that comprise a pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams.

1.2 Requirement to complete HSC school-based assessment tasks

([ACE 4.1.2](#), [ACE 4.2](#), [ACE 10.1](#) and [ACE 10.3](#))

COURSE COMPLETION CRITERIA

The following criteria apply to both Preliminary and HSC courses. 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 TAS
- Achieved some or all of the course outcomes

NESA expects that all students make a genuine attempt at all assessment tasks set.

SATISFACTORY COMPLETION OF A PRELIMINARY COURSE

A student will be deemed to have satisfactorily completed a Preliminary course, if in the Principal's view, there is sufficient evidence that the student has satisfied the requirements listed under Course Completion Criteria.

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC Course.

Students must satisfactorily complete courses totalling at least 12 units of Preliminary Courses that satisfy NESA's pattern of study requirements.

SATISFACTORY COMPLETION OF AN HSC COURSE

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. Please note, completion of assessment tasks worth exactly 50 percent is not sufficient. Additionally, students must meet the course completion criteria listed above.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

Students studying VET Industry Curriculum Framework courses must complete their mandatory work placement in order to be deemed satisfactory.

Students must satisfactorily complete a minimum of 10 units of HSC courses that satisfy NESA's pattern of study.

1.3 Requirement to complete HSC All My Own Work

[\(ACE 10.2\)](#)

All My Own Work is an educational program designed to instruct students about scholarship practices and ethical practices, and comprises content across 4 topics relating to locating and acknowledging sources of information, plagiarism, copyright and working with others.

All My Own Work must be completed by every student before they are entered into any Preliminary or HSC Course.

1.4 Approach to school-based assessment in Stage 6

[\(ACE 2.1\)](#)

Assessment programs for a Stage 6 Course have the following features:

- Assessment is based on the syllabus objectives and outcomes and is an integral part of the teaching and learning process. Tasks clearly relate to the outcomes being assessed and must cover all the outcomes, with the exception of values and attitudes.
- A variety of assessment tasks and contexts will be provided so that all students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks chosen will also allow for a full range of student achievement.
- Assessment tasks will be sensitive to gender, disability, culture, background language, socio economic status and geographical location.
- At TAS, we avoid over-assessing by recognising that a single task can often provide information about more than one outcome.
- When designing a task, staff will make the requirements of the task as clear as possible in a language understandable by the students, which uses NESA terminology in a correct and consistent manner.
- Where a task is common to more than one class, the same staff member will issue the above information.
- A marking scheme will be provided for each task. This may occur at the time that the task is given or as feedback when the task is returned.
- While values and attitudes are an integral part of learning, their attainment is not assessed for HSC assessment purposes. Staff may, however, wish to comment on this area in report comments.

1.5 Optional HSC Exams (VET, English Studies, Mathematics Standard 1)

[\(ACE 2.2.2, ACE 14.5.2\)](#)

Teachers must submit estimated exam marks for students entered into optional HSC exams for: English Studies, Mathematics Standard 1 and Stage 6 VET Industry curriculum frameworks.

The Armidale School requires written permission from the relevant parent/carer for a student to not sit an optional HSC exam.

1.6 Grouping of students for assessment

[\(ACE 2.2.2\)](#)

All students undertaking a course at The Armidale School will be assessed as single group (i.e all students enrolled in English Advanced, irrespective of which class a student is placed in).

The Armidale School will determine school-based assessment marks for all students undertaking a course as a single group, including:

- Students also undertaking a related Extension course, and
- Students accelerating into a course

The Armidale School will assess students undertaking Mathematics Extension 1 as a single group, and:

- Submit Extension 1 students' marks to NESA as a mark out of 50, and
- Double Extension 2 students' marks, and submit their doubled mark as a mark out of 100.

SECTION 2 – Life Skills

2.1 Outline of approach to Life Skills

[\(ACE 11\)](#)

Stage 6 Life Skills courses provide course options with students with intellectual disability or imputed intellectual disability in Years 11-12 who cannot access related general education courses.

The Principal and Director of Teaching and Learning will make a decision about accessing Stage 6 Life Skills courses:

- Based on the needs of the individual student, for each course, and
- Via the collaborative planning process (see 2.2 below), and
- Involving the individual student (where appropriate), their parents/carers, and their teachers.

Stage 6 Life Skills courses are not appropriate options for students:

- Who do not have an intellectual disability or an imputed intellectual disability
- Experiencing significant unexpected and/or chronic health issues
- Performing below their cohort
- Who could access outcomes and content with appropriate adjustments and support
- With emotional and/or behavioural needs

A student who is studying a Stage 6 Life Skills Course cannot return to studying general education courses once a decision has been made to access Life Skills Courses. It is expected that a student studying any Stage 6 Life Skills course(s) will have completed one more courses based on Life Skills outcomes and content in Years 7-10. In exceptional circumstances, the Principal and Director of Teaching and Learning may approve entry into a Stage 6 Life Skills Course having not completed any Life Skills content or outcomes in Years 7-10 under the following exceptional circumstances:

- The student has an intellectual disability or imputed intellectual disability and,
- The student has attempted outcomes and content in Years 7-10 but has experienced significant difficulty in achieving the outcomes and/or,
- Transfers from interstate or overseas and/or,
- Has a deteriorating condition

2.2 Collaborative Planning Process

[\(ACE 11.1.1-11.1.5, ACE 11.2.1-11.2.5\)](#)

Collaborative curriculum planning is the process to determine the most appropriate curriculum options and adjustments for students with a disability. Collaborative curriculum planning should take place within the broader context of personalized planning that includes interventions and other supports to address identified student learning and support needs. This involves a team who has significant knowledge and understanding of the student. The team comprises parents/carers, teachers and other significant individuals in the student's life. It also includes the student themselves.

It is expected that a recommendation to the Principal and Director of Teaching and Learning to enter a student into Life Skills will come from the Collaborative Planning Process.

Further information on Collaborative Curriculum Planning can be found on [NESA's website](#).

SECTION 3 – VET Courses and Assessment

3.1 Approach to VET Courses and assessment of VET Courses

[\(ACE14\)](#)

Students in Stage 6 may access VET courses through 2 curriculum pathways:

- Stage 6 VET Curriculum Industry Frameworks (Board developed courses) offered through The Armidale School, and/or
- Subject to the approval of the Director of Teaching and Learning, Stage 6 VET Board Endorsed courses offered through an external provider.

VET Courses may count towards the HSC if:

- The course was developed or endorsed by NESA
- The course was taught in line with the syllabus or course description, and indicative hour requirements
- The student has satisfactorily completed the course, including any mandatory work placement requirements
- The course adheres to NESA's pattern of study requirements for the HSC.

Students may request a change of Stage 6 VET courses. The Principal and Director of Teaching and Learning have discretion to make the decision regarding a student's change of Stage 6 VET Courses subject to:

- Not entering a student into Stage 6 VET courses after 30 June
- Being satisfied that the student will be able to complete all course requirements, including mandatory work placement (if applicable) and
- Ensuring that accurate VET data (competencies entered and competency outcomes) are completed by NESA's required due date.

Credit transfer is for students seeking recognition for formal learning completed in the past five years. This requires an application to NESA, submitted by the Principal. Students who are considering an application for credit transfer are required to make an appointment with the Principal and Director of Teaching and Learning.

3.2 Assessment of VET Courses

The Armidale School will develop a formal assessment program for each Stage 6 VET course.

At the commencement of a VET course The Armidale School will:

- Provide students with the formal assessment program. The formal assessment program will include:
 - The number and type of assessment tasks, including the units of competency assessed in each, and
 - The timing of the assessment tasks
- Provide students with written advice about The Armidale School's policies and procedures for assessment, which must include:
 - The Armidale School's Malpractice Policy
 - Stage 6 Academic and Assessment Policies and Procedures

Assessment in VET courses must:

- Be standards referenced, where performance is judged against a prescribed standard contained in each unit of competency
- Meet the training requirements of the relevant Training Package on which the VET course is based
- Be conducted by a qualified assessor under the RTO
- Determine students as 'competent' or 'not yet competent'

Students must ensure that:

- They meet all performance criteria to demonstrate achievement of an element of competency and
- Achieve all elements of competency to demonstrate achievement of a full unit of competency

The Armidale School is not required to submit student grades or assessment marks in VET courses to NESA. The Armidale School will ensure that for each student, VET data is entered in Schools Online by the published due date.

SECTION 4 – Stage 6 Assessment Program

NESA's syllabuses, including course-specific Assessment and Reporting information, indicate the mandatory components for Preliminary and HSC course assessment and the weightings to be attached to those components. The Armidale School must follow all course-specific requirements when developing a Preliminary or HSC school-based assessment program and have appropriate and valid procedures in place for marking, recording, and advising students of their achievement in all assessment tasks.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is often used for grading or ranking purposes.

Further information: [NESA Formal Assessment](#)

Some examples of task types considered appropriate for formal assessment in Stage 6 at The Armidale School include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and or/cohort tests
- Compositions

Tests of limited scope (ie include a small number of content areas or topics or modules) are relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

A formal written examination is defined as a task such as Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions nor items. The Armidale School is able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Where group work is a course requirement, teachers should ensure that:

- The task is designed to assess the contribution of individual group members
- Outcomes selected complement the task type and end product
- The teacher provides procedures for how the task will be completed such as establishing expectations including considering a range of views
- The require support documentation or evidence, such as a log book, process diary, journal or reflection, to be developed by students is outlined in the task notification.

4.1 Number of tasks and weightings

[\(ACE 2.1\)](#)

Teachers must follow their school-based assessment program for each course and set formal assessment tasks in accordance with the course-specific components and weightings. Teachers must ensure that the types of assessment tasks are appropriate to the outcomes being assessed.

FORMAL ASSESSMENT TASKS WITH MULTIPLE PARTS

A formal assessment task:

- Has one due date, and
- Assesses student achievement at a single point in time, and

- May contain more than one part.

A formal assessment task with more than one part:

- Must have the same due date, and
- Will contribute to the maximum weighting for that task

A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting. Each task is to be represented separately in an assessment schedule, and each will contribute to the maximum number of tasks allowed for the course.

It is expected that a course assessment schedule meets any NESA requirements and is therefore, likely to contain 3 tasks in Year 11 and 4 tasks in Year 12 for a 2 Unit subject including an End of Course Exam (Trial HSC for Year 12) and 3 tasks including a Trial HSC for a 1 unit subject.

4.2 Scheduling of Tasks

[\(ACE 2.1\)](#)

No more than two in-class tasks may occur on the same day. If a student has more than two in-class tasks set for a particular day, they must immediately (at least 10 days prior to the tasks being sat) bring it to the attention of the Assistant Director of Teaching and Learning who may move tasks to less congested days/weeks provided that appropriate notice is given.

Adjustments to the assessment schedules are permitted in consultation with the Assistant Director of Teaching and Learning, the Head of Department and the class with at least 14 calendar days notice. The students should then receive a copy of the revised full assessment schedule for the course.

4.3 Assessment Schedules

[\(ACE 2.1\)](#)

Faculties must produce assessment schedules prior to commencing teaching a Year 11 or Year 12 course. These schedules must conform to the component and weighting requirements of the relevant syllabus. Students are to be provided with an Assessment Schedule for each course of study in both the Preliminary and HSC years. These assessment schedules must specify:

- The nature of tasks
- The weighting of individual tasks
- The date the task (either the date the task is to be submitted or sat)
- The outcomes being assessed

4.4 Assessment Notifications

[\(ACE 2.1\)](#)

Students must be provided with sufficient written notice, typically 14 calendar days, of an upcoming assessment task. The task notification must include the:

- Components and weightings, and
- Syllabus outcomes assessed, and
- Type of the assessment task, and
- Scheduled date and time for attempting or submitting the task, and
- Marking criteria (where appropriate) and
- Be on the standard TAS Assessment Notification.

For a formal assessment task with more than one part, the task notification must detail the requirements of each part, including that all parts are to be submitted and/or completed together.

All students will be emailed an assessment notification, regardless of if they have been provided with a hard copy. It is the responsibility of students who are absent when task notices are issued to speak with their class teacher regarding questions or concerns, they have. It is good practice to check in with the teacher and other students whenever a class is missed as sometimes notifications are distributed with more than the 14 days' notice period.

4.5 Marking, recording and reporting achievement

[\(ACE 2.1.1, ACE 2.1.2\)](#)

Students are entitled to feedback in the form of marks, grades, and/or comments within 14 days of the task being completed. Where possible, students should be given the opportunity to check the marking before results are recorded. If students feel there are grounds to appeal the marking of an assessment task (subject to Section 5 below), then they must notify the teacher before the end of the lesson and must hand their task back to the teacher without alteration.

When marking formal assessment tasks, teachers:

- Must assess the student's actual performance, not potential performance, and
- Must provide students with feedback on their performance in each assessment task, and indicate the student's mark in the task, relative to the outcomes.

The Armidale School will retain records of marks awarded for each assessment task as part of the assessment program for an HSC course for 24 months as NESAC may request these marks for rank appeals. Additionally, teachers will retain work samples for both Preliminary and HSC courses. A minimum of 2 work samples that represent each grade A to E awarded in a course will be retained. These work samples do not need to be from the current year, however, must reflect the current syllabus. The work samples must be:

- The student's original work, preferably without teachers' comments
- Drawn from assessment activities conducted in the latter half of the course
- Based on outcomes and content from the current syllabus for the course, and
- Demonstrate performance towards the end of the course that is typical of students awarded a particular grade by the school

SECTION 5 – Administrative Arrangements for school-based assessment tasks

5.1 Late submission, non-submission/absence

([ACE 2.1.1](#), [ACE 2.1.2](#))

Students who do not attend or submit a task on the date specified will see a percentage reduction in marks culminating in a zero-mark awarded after the task is more than 5 days late, unless the student has grounds for Illness or Misadventure. Tasks that are submitted on the day, but after the due time, will incur a 1 day late penalty.

A penalty of 20% of the available total mark will be calculated for each day a task is overdue, i.e. Day 1 – 20%, Day 2 – 40%, Day 3 – 60%, Day 4 – 80%, Day 5 – 100%. Each day of the weekend will be included in the calculation of days late for submission.

E.g. If I receive 18/20 for a task that was handed late, the following penalties will apply:

1 day late – 14/20 (loss of 4 marks – 20%)
2 days late – 10/20 (loss of 8 marks – 40%)
3 days late – 6/20 (loss of 12 marks – 60%)
4 days late – 2/20 (loss of 16 marks – 80%)
5 days late – 0/20 (loss of all marks – 100%)

5.2 Appeals in relation to a school-based tasks

APPLICATIONS FOR ILLNESS/MISADVENTURE

([ACE 2.1.1](#), [ACE 2.1.2](#))

Students who fail to submit or attend a task on the advised date will be subject to the penalties outlined in Section 5.1. The Head of Department will be notified of this failure to attend or submit by the classroom teacher. The class teacher will make contact with the student, parents/carers and notify their advisor.

Students who are absent on the day of an assessment task, or submit a task late or suffer illness/misadventure immediately before or during an assessment task are able to lodge an application for Illness/Misadventure. A student must also complete an application for Illness/Misadventure immediately after they become aware of a possible absence from a task. This is to be done prior to the task if possible and covers situations including approved absence from school and attendance at a conflicting school activity.

An appeal on illness grounds must be accompanied by a Medical Certificate that covers the required dates. The following conditions also apply:

- The doctor must certify the condition on, or prior to the day of the assessment.
- The certificate must cover the period of the assessment and indicate what day you are fit to return to school.
- Where possible, certificates should state how the ability to complete an assessment task is affected.
- The student must be prepared to complete the task immediately upon the day of return to school, unless the Assistant Director of Teaching and Learning has communicated other provisions.

An appeal on misadventure grounds must be accompanied by reasonable independent documentation.

Grounds for Illness/Misadventure does not include:

- Alleged inadequacies of teaching
- Long term matters relating to loss of preparation time, or loss of study time or facilities

- Disabilities for which a student has already been granted provisions unless:
 - An unforeseen episode occurs during the assessment task or exam; or
 - Further difficulties with the approved provision(s) occur during the assessment task or exam; or
- Long term illness, unless the student has a 'flare up' of the condition immediately before or during an assessment task or exam; or
- Technological problems (including but not limited to saving, printing or hard drive issues); or
- Matters avoidable by the student

Applications for Illness/Misadventure must be submitted on the relevant school form in hard copy to the Assistant Director of Teaching and Learning within two school days of the student's return to school. The student and staff member concerned should complete the appeal before submitting it to the Assistant Director of Teaching and Learning. If this application is upheld, the student will be provided with an opportunity to attempt the task by either:

- Allow the student to submit or sit the same task at an alternative time, or
- 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, comparable assessment task. A comparable task assesses the same or similar outcomes as those of the original and uses the same or similar marking guidelines.

For a long-term assessment task, students should not automatically expect to receive an extension because of any period of illness or misadventure during the time of the project. An extension for a long-term assessment task will only be provided in extenuating circumstances.

In exceptional circumstances where a student cannot complete the assessment task, an estimate may be provided based on completed comparable assessment tasks which contain comparable outcomes. An estimate requires approval from the Director of Teaching and Learning and Principal.

If a student does not complete a task by the due date or attend a scheduled assessment task and has their illness/misadventure application declined or fails to submit an application, a mark of zero will be recorded for the assessment task.

APPEALS RELATING TO MARKS ALLOCATED IN INDIVIDUAL ASSESSMENT TASKS

[\(ACE 2.1.2\)](#)

There is no provision for a review of the marks students receive for individual assessment tasks. Appeals for individual assessment tasks are limited to the assessment process. An appeal can be requested in writing to The Director of Teaching and Learning. The only matters that the Director of Teaching and Learning will consider are whether:

- The weightings specified by the school in its assessment program conform with the NESA requirements as detailed in the relevant syllabus
- The procedures used by the school for determining the final assessment mark comply with its stated assessment program
- Computational or other clerical errors have been made in the determination of the assessment mark.

Students may appeal the decision of The Director of Teaching and Learning directly to the Principal. The school will resolve individual student appeals within 2 weeks of the task being returned.

Appeals over individual assessment tasks must be resolved at the school level. There is no avenue for appeal to NESA over individual assessment tasks.

APPEALS RELATING TO FINAL STAGE 6 GRADES

[\(ACE 2.2.6\)](#)

Students may request a school review of their final grade awarded to them by their school in any NESAs Stage 6 Course. Students cannot seek a review of results in single or multiple individual assessment tasks. Students appealing their final grade in a Stage 6 course must submit their appeal in writing to the Principal and Director of Teaching and Learning and provide evidence that the grade awarded in the course was inconsistent with the progressive reporting at The Armidale School. If The Armidale School declines a final Stage 6 grade appeal, a student may appeal to NESAs. Please note, NESAs will not revise results awarded in individual assessment tasks.

5.3 Malpractice

[\(ACE 10.1\)](#)

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with The Armidale School's Academic Integrity and Malpractice Policy (Stage 6). All students, and their parents/carers, will be provided with this policy at both the commencement of Year 11 and Year 12 and will sign a declaration that states they have read and understood the policy.

Throughout the assessment process, the highest level of honesty is required.

5.4 Invalid/unreliable tasks

[\(ACE 2.1.1, ACE 2.1.2\)](#)

If after the completion of a task, it is found that the task design or the conduct of the task had a significant fault, the Head of Department, in consultation with the Director of Teaching and Learning, will recommend changes to the published assessment schedule for that course that may include a substitute course or exclude the task and re-weight other tasks. The Director of Teaching and Learning must ratify these recommendations before the date of the next task in that course, and students must be issued with a revised schedule.

5.5 Management of Subjects

CHANGE OF COURSES

[\(ACE 3.3.5\)](#)

Students may request a change of Preliminary Courses. The Principal or Director of Teaching and Learning have the final decision regarding students' changes of Preliminary Courses. In allowing the change, the Principal or Director of Teaching and Learning must be satisfied that the student can demonstrate achievement of outcomes and content and satisfactorily complete the new course in the time available.

Students may request a change of HSC Courses. The Principal or Director of Teaching and Learning have the final decision regarding students' changes of HSC Courses. In making this decision, the Principal or Director of Teaching and Learning must:

- Not enter students in HSC courses after 30 June in the HSC exam year; and
- Be satisfied that the student has:
 - Satisfactorily demonstrated achievement of the Preliminary course outcomes and content (or equivalent) of the course they wish to enter
 - Will be able to complete all HSC course requirements, including assessment requirements
- Advise students of any consequences arising from the change, including eligibility and pattern of study requirements.

In exceptional circumstances, the Principal and Director of Teaching and Learning may allow a student to begin study of the HSC course while concurrently completing Preliminary course requirements.

WITHDRAWING, INCOMING STUDENTS

[\(ACE 13.8\)](#), [\(ACE 3.3.5\)](#)

Students may withdraw from an HSC course before HSC practical or performance exams or prior to the HSC written examination if the course does not have a practical or performance component. For exams with an optional HSC Exam, a withdrawal may occur prior the scheduled HSC exam. Students will be advised of any consequences arising from the change, including eligibility and pattern of study requirements.

New enrolments to The Armidale School studying a preliminary course may transfer at any time. HSC students transferring schools and changing courses must enter new courses before 30 June in the year they wish to sit the HSC exam.

STUDENTS REPEATING A COURSE

[\(ACE 12.2.2\)](#)

Repeating is when a student reattempts a course in Stage 6. Subject to approval of the Principal or Director of Teaching and Learning, students are permitted to repeat one or more Stage 6 courses under NESAs rules.

A student may repeat one or more HSC courses within a consecutive five-year period to contribute to the HSC credential. A student may complete an excluded course in a subsequent year which will count as a replacement of the original course. The most recently completed course will contribute to the pattern of study requirements. Students considering repeating a course will be advised on any potential implications.

Students who repeat a course must not:

- Submit a project, submitted work, or performance, either in part or in full, for a school based assessment or HSC exam that has already been submitted in a Preliminary and/or HSC course
- Resubmit a practical component submitted and marked in a previous year without explicit permission from NESAs

Students may repeat VET courses. Students who have completed a 240-hour Industry Curriculum Framework course may enter for the exam in a subsequent year. However, changes to a Framework syllabus may make them ineligible for future HSC Exams.

EXCHANGE STUDENTS

[\(ACE 1.1.1\)](#)

The Armidale School does not support its students undertaking exchange during any Stage 6 Courses. Any student undertaking exchange during Stage 5 require approval from the Principal and Director of Teaching and Learning to ensure the student meets eligibility requirements for the Record of School Achievement and progression to Stage 6 Courses.

5.6 Checking assessment marks and rank order

[\(ACE 2.2\)](#)

The Armidale School must calculate each student's final school-based assessment mark using the marks assigned to various assessment tasks. The final school-based assessment mark is reached by the aggregation of the assessment task marks for each student. The final school-based assessment marks submitted to NESAs must establish the rank order of students and show the relative differences between student's achievement in the course. The Head of Department and Assistant Director of Teaching and Learning are responsible for the collation and checking of marks. Final school-based assessment marks and individual assessment tasks in a course are based on formal assessment results, and not a student's attendance or application.

SECTION 6 – Disability Provisions

6.1 School based adjustments

([ACE 2.1.3](#), [ACE 6.1](#))

Disability provisions for all school-based assessment tasks are approved by the Head of Diverse Learning, in consultation with the Director of Teaching and Learning where appropriate.

Disability provisions are determined on the basis of functional evidence of impact provided to the school. Disability provisions address students' exam needs impacted by one or more of the following categories of disability:

- Learning, and/or
- Medical, and/or
- Vision, and/or
- Hearing

Teachers must not restrict a student's access to the full range of grades if an adjustment is provided.

6.2 HSC Disability Provisions

([ACE 6.1](#))

NESA may approve disability provisions that provide access to the HSC exams for students whose permanent or temporary disability prevents them from doing so in a normal exam situation.

NESA will not approve provisions:

- Solely on the basis of a diagnosis
- If it confers an advantage over other students without that provision
- Based on students' stated or perceived difficulties when undertaking HSC courses or preparing for HSC exams
- Based on a student's lack of familiarity with the English language, and
- For students with episodic conditions (for example epilepsy and asthma) that might occur during the HSC exam, any occurrence of these conditions will be subject to consideration under NESA's Illness and Misadventure program.

Students considering access HSC Disability Provisions are required to meet with the Head of Diverse Learning in Term 4, the year prior to sitting HSC exams.

SECTION 7 – N Determinations

Students studying the Preliminary or HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's, in consultation with the Head of Department, professional judgement to determine whether a student has made a genuine attempt to complete the requirements (including receiving a mark of zero in an assessment task). Students must be familiar with the Course Completion Requirements) outlined in this document.

An N Determination can be issued in a course if a student has failed to meet one or more of the following criteria:

- Followed the course developed or endorsed by NESAs
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by TAS
- Achieved some or all of the course outcomes

While NESAs do not stipulate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. If attendance impacts on the potential for a student to satisfactorily complete a course, a warning letter may be issued.

7.1 Warning letter procedures

[\(ACE 4.1, ACE 4.2, ACE 14.6, ACE 11.2.5\)](#)

Should any student be in danger of an N Determination, The Armidale School will give the student adequate notice to allow them to rectify the situation. At The Armidale School, this takes the form of at least two warning letters and an interview with the student and parent/carer(s), student's advisor and Director of Teaching and Learning accompanying the second warning letter. A warning letter will be issued as soon as serious concerns become apparent that have not been addressed by normal academic counselling processes. It is expected that the normal process of academic detentions (where appropriate), notifying the advisor, Year Level Coordinator or Head of House for counselling/intervention would have occurred before a letter would be issued. The exception to this may be a missed task of significant weighting.

In all cases where a student does not meet the assessment requirements of the course, by failing to submit or attend a task without adequate reason, the Head of Department and Advisor will be informed by the classroom teacher. In most cases, a formal N-Warning from the Director of Teaching and Learning will be issued. The student's teacher is required to contact a parent/carer of the student and acquaint them with this breach of the student's responsibilities. Students must be given adequate time to complete the tasks. A written acknowledgement from the student and their parent/carer will be requested.

7.2 Issuing an 'N' Determination

[\(ACE 4.1 and ACE 4.2\)](#)

An N Determination is a decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. The Principal can apply an N Determination if a student has not complied with the course completion criteria and who have received at least two written warnings. The Principal must record the N Determination in Schools Online. The Armidale School will also submit a grade to NESAs that reflects the student's actual achievement in the course, should an appeal to NESAs be upheld. The Principal may allow a student who has received a non-completion determination in a Preliminary Course to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary Course requirement.

A Principal's Determination form will be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' Determination in any course. The Principal must also advise the student's parents/carers in writing of their right to appeal against the Principal's determination.

7.3 N' Determination appeals process

[\(ACE 4.1 and ACE 4.2\)](#)

SCHOOL BASED APPEAL

A student seeking a review of an N Determination must apply to the Principal by the date listed in the Higher School Certificate HSC Key Dates and Exam Timetable. The Principal may determine that a panel should consider the appeal. This decision is entirely at the discretion of the Principal. When completing a school review, the following details may be considered:

- Students level of involvement in classwork
- The proportion of the course that was deemed unsatisfactory in warning letters
- The proportion of assignments, homework etc, completed in each course
- Measures taken to improve the students involvement and whether the student's application improved after warnings or counselling
- The existence of any personal or family problems that have affected the student's studies
- Evidence of warnings

The Principal will complete a School Review – Principal's Report. If a student's appeal is successful, both the Principal's Determination form and the Student Appeal form will be retained. The Principal will advise NESA so that the 'N' determination can be removed and the grade/assessment mark reinstated.

APPEAL TO NESA

If the student's appeal is unsuccessful following a school review, all documentation will be retained unless the student indicates they wish to appeal the decision with NESA. NESA will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's report. Copies of all the warning letters that were sent and any other relevant information will be included. The appropriate forms relating to N Determinations must be submitted to NESA by the dates specified by NESA.

SECTION 8 – Appeals

8.1 HSC assessment rank order appeal

[\(ACE 2.1.2, ACE 2.2.5\)](#)

Students may request a review of their placement in the rank order for a course based on their performance during the course. Students cannot seek a review of teacher's judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks.

Students should initially request an appeal in writing to the Director of Teaching and Learning outlining their reasons for the appeal. The Director of Teaching and Learning will convene a school review panel to examine the student's request. This panel will:

- Determine whether correct policies and procedures have been followed in determining the final assessment mark
- Determine that the assessment tasks have been weighted in line with NESA's requirements
- Determine that the course has complied with The Armidale School's policies for Assessment
- Determine whether the final assessment mark was calculated correctly

If the Review Panel upholds the appeal, the revised assessment marks must be provided to NESA. If the appeal is declined, no changes to rank order will be made. Students will then be provided with information for a subsequent appeal to NESA. Students wishing to appeal to NESA need to request this with the Principal.

Marks awarded for individual school-based assessment tasks are not subject to appeal to NESA.

8.2 HSC exam illness/misadventure appeals

[\(ACE 9.1\)](#)

Students may appeal a declined Illness/Misadventure application. For school-based assessment tasks, a review can be initiated by making the request in writing to the Director of Teaching and Learning, outlining reasons for the appeal. A review panel will be convened by the Director of Teaching and Learning and the outcome provided to the student in writing.

Students may also appeal a declined HSC Exam Illness/Misadventure application. Students must submit the appeal with NESA outlining the reasons for the appeal, new evidence and include their name and student number.

8.3 Final Grade appeals (English Studies, Mathematics Standard 1)

[\(ACE 2.1.1, ACE 2.2.1\)](#)

Students may request a school review of their final grade awarded to them by their school in any NESA Stage 6 Course. Students cannot seek a review of results in single or multiple individual assessment tasks. Students appealing their final grade in a Stage 6 course must submit their appeal in writing to the Principal and Director of Teaching and Learning and provide evidence that the grade awarded in the course was inconsistent with the progressive reporting at The Armidale School. If The Armidale School declines a final Stage 6 grade appeal, a student may appeal to NESA. Please note, NESA will not revise results awarded in individual assessment tasks.

SECTION 9 – Student Entries/Credentialling

9.1 NESAs deadlines

Heads of Department, led by the Director of Teaching and Learning and Assistant Director of Teaching and Learning are responsible for being aware of NESAs specific deadlines for individual subjects and faculties. This includes but is not limited to grade submission deadlines, major work submission deadlines and project and performance certifications.

9.2 Schools Online Entries

([ACE 3.2](#), [ACE 3.3](#), [ACE 11.1](#), [ACE 11.2](#), [ACE 14.2](#))

The Armidale School will ensure that all students are entered into Courses and Exams by the respective due dates as required by NESAs. The Assistant Director of Teaching and Learning will oversee student Entries and eligibilities for individual patterns of study. Students will be provided with a Confirmation of Entry, outlining the individual subjects that a student is entered in through Schools Online. Students will be requested to check and sign this document and a signed copy provided to their parents/carers. Any time an amendment of entry is made in Schools Online (such as a change of course, removal of optional HSC Exam), the student is required to sign the updated Confirmation of Entry and the signed copy provided to the students parents/carers.

9.3 Schools Online Submissions

([ACE 2.2](#), [ACE 2.3](#), [ACE 2.2](#), [ACE 2.2.2](#), [ACE 14.3](#), [ACE 11](#))

Teachers at The Armidale School must submit marks that reflect the knowledge, skills and understanding of outcomes and content of the course being assessed. The Armidale School is required to upload and certify marks, grades or competencies (as appropriate) for:

- HSC School Based Assessment marks
- Estimated Exam marks (as appropriate)
- VET Competencies
- Life Skills Outcomes

These submissions will be entered into Schools Online by the respective due dates as required by NESAs.

9.4 New students and Leavers

([ACE 13.8](#))

Transfers that occur before the end of Term 2, Year 11: The Armidale School is responsible for submitting grades, reporting on outcomes achieved and finalizing VET competencies for any student who enrolls prior to the end of Term 2.

Transfers that occur in Term 3, Year 11: The Armidale School is responsible for submitting an outgoing student's grades, reporting on outcomes achieved and finalizing VET competency outcomes.

Transferring students should continue studying the courses they were previously enrolled in where possible. In circumstances where a previously studied course is not available, The Armidale School will consider providing continuity through an outside tutor or external provider, or permit the student to study a new course.

HSC Students transferring before 30 June in an HSC exam year are considered new students. The Armidale School is responsible for submitting school-based assessment marks. HSC students transferring to The Armidale School after 30 June are considered students of the previous school.

Further information: [NESAs Transfers](#)

SECTION 10 – HSC Minimum Standard

Students must meet the minimum HSC standard prior to completing Year 12, to be eligible for the award of the HSC. To meet the minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

10.1 Online tests sitting and supervising

[\(ACE 8.2, ACE 8.3\)](#)

Students may demonstrate the HSC minimum standard at any time they are enrolled at The Armidale School and only need to demonstrate they have met the standard in each test once. The Armidale School will provide students who are in Year 10 and Year 11 with up to 4 opportunities per calendar year to attempt the Minimum Standards Tests in Reading, Writing and Numeracy. This means 4 attempts for each individual test. In Year 12, students are provided with a maximum of 6 opportunities to sit each test. Students must wait a minimum of 30 calendar days after a test is completed, before reattempting the same test.

10.2 Exemptions

[\(ACE 8.1\)](#)

The only students who are exempt from meeting the minimum standard are students enrolled in Stage 6 Life Skills Courses. To be exempt, students must undertake Life Skills to the completion of Year 12. Exemptions apply under the following conditions:

- Students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- Students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- Students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.

10.3 Disability Provisions

[\(ACE 8.2\)](#)

Where possible, students at The Armidale School are supported to develop reading, writing and numeracy skills for everyday life after school. There are provisions for the minimum standard tests that may be available for some students with disability that may be provided if it is evident that the student requires additional support to access the minimum standards test. The Principal has the authority to approve the following provisions:

- Rest breaks (up to 30 minutes per half hour) and,
- Additional time (up to 30 minutes per half hour) and,
- Reader, and
- Typist (for the typing test only), and
- Photophobic and large print adjustment, and
- Modifications to the environment, and
- Access to medication and/or food.

The Head of Diverse Learning, in consultation with the Director of Teaching and Learning will make a recommendation to the Principal for the application of provisions. A separate approval is required for every test attempt in every test domain.

10.4 Malpractice

[\(ACE 8.3\)](#)

All work in a minimum standard test must be the student's own work. Students must not engage in any form of Malpractice. Principals are required to notify NESA of any instance of suspected malpractice or breach of test rules as soon as practicable after the minimum standards test is completed. Penalties (including for an offensive response) may be imposed.

10.5 Illness/misadventure processes

[\(ACE 8.3.3\)](#)

Students may reattempt a minimum standard test at another time if they are prevented from making a reasonable attempt at a test due to school-verified illness or misadventure. NESA makes no provision for school-based assessment or estimated marks to be substituted for minimum standard test results.

10.6 Demonstrating minimum standard through alternative evidence to online test

[\(ACE 8.1\)](#)

The Principal may make an application to NESA in exceptional circumstances (as determined by NESA) to demonstrate the minimum standard using alternative evidence if:

- The student is unable demonstrate the required skills through the minimum standard tests, and
- The student has the required literacy and/or numeracy skills, and
- The student is enrolled in Year 12, and
- The student has met all other eligibility criteria for the HSC.

SECTION 11 – Outsourced Courses

Where a student undertakes a course provided by another school or institution, assessment will occur as per the policies of that institution. It is the responsibility of that student to ask for a copy of relevant advice including their assessment policy and assessment schedules. Students studying at another school or institution will be assessed as part of the total enrolment for that class and not as part of the cohort at TAS. In the case of an appeal, students must follow the host school's rules and procedures.

11.1 External Providers

[\(ACE 13.4\)](#)

An external provider is a separate entity to The Armidale School and delivers an entire course to a student. Students must seek approval from the Director of Teaching and Learning and Principal to study courses with an external provider. The Armidale School is limited by a quota in terms of the number of students it can approve for study through an external provider. The outsourced courses must comprise a minority of the total number of courses studied by a student in any given stage of learning.

11.2 External Tutors

[\(ACE 13.7\)](#)

Any request for study courses need to be discussed with the Principal and Director of Teaching and Learning. The suitability of an outsider tutor is at the discretion of the Principal and Director of Teaching and Learning.

The Principal and Director of Teaching and Learning will take all reasonable steps to ensure that each outside tutor approved to deliver specified courses of study to students has the capacity to teach and assess the course in accordance with NESA's syllabuses, has a verified Working with Children Check, as the relevant qualifications, experience and/or expertise to deliver the course, and will meet curriculum requirements.

Outside tutors will only be approved to deliver specified courses that are part of NESA's curriculum, not available for study at The Armidale School and are not VET courses.

SECTION 12 – Acceleration

12.1 Accelerating Students

[\(ACE 13.1\)](#)

Acceleration occurs when individual students access a course(s) that is beyond their chronological stage of schooling. Decisions about students accelerating into a course(s) must be made on an individual basis. Students accelerating into a course(s) must satisfactorily complete the preceding course(s) in less than the stated indicative time. A student may also be considered for acceleration if there is no related course in the student's chronological stage of schooling and the student has demonstrated ability and readiness to undertake the course. NESA allows students to accelerate into one course, several courses, or all courses. Students must be accelerated into the highest-level course within the key learning area or subject. Students must comply with any other applicable entry and eligibility requirements for all courses in their pattern of study. A full list of courses that permit acceleration can be found here: [NESA Accelerating](#).