



Assessment Policy

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This policy supersedes all previous policies relating to matters contained herein.		

Oakhill College Assessment Policy – Years 7–12

1. Rationale

As a registered and accredited school in NSW, it is essential to ensure compliance with;

- 1.1. the NSW Educational Standards Authority (NESA),
- 1.2. NSW requirements for the award of Record of School Achievement,
- 1.3. Preliminary Higher School Certificate and Higher School Certificate courses as detailed in the Assessment Certification and Examination Manual, and
- 1.4. The Registered and Accredited Individual Non-Government Schools (NSW) Manual (Sections 3.3.1.2, 5.1, 5.2.1, 6.1.1, 6.1.2)

These can be found: <http://ace.NESA.nsw.edu.au/about-ace>

This policy is intended to ensure students understand the importance of the assessment program and the implications of not complying with assessment requirements.

A key factor in quality education is the provision of a transparent assessment program directed by clear guidelines and consistent application of procedures.

2. Guiding Principles

- 2.1 Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. This can be achieved in many ways including formal testing through to informal observation of students. The type of assessment tool depends on the outcomes being assessed and the learning needs of individual students.
- 2.2 All assessment tasks and procedures at Oakhill College are delivered in a consistent manner across all subject areas and Year levels to ensure equity for students and transparency of the assessment process. The underlying principle is that no student is disadvantaged or gains advantage through circumstances beyond their control. Students should feel they are ‘competing on a level playing field’.

3. Policy

3.1. Commencement of Assessment

3.1.1. Years 7 - 10

Student progress throughout Years 7, 8, 9 and 10 are reported via a grade (A - E) which summarises the level of a student’s performance in the course. The College uses the common grade scale defined by NESA assessment resource centre.

The assessment program will commence at the beginning of the school year and will conclude with end of course examinations/assessments towards the end of Term 4 of that year.

3.1.2. Preliminary HSC Course

The assessment program will commence at the beginning of the school year and will conclude with end of course examinations at the end of Term 3 of that year.

3.1.3. HSC Course

The Assessment Program will commence at the beginning of the HSC course, early in Term 4 and continue until the completion of the end of the Assessment Program in September of Term 3. In the case of students repeating Year 12, an assessment will be made based on their work in the Year 12 of the ‘repeat year’ only.

3.2 Assessment Notifications

- 3.2.1 All students are provided with an electronic copy of their relevant assessment booklet at the commencement of each school year. This booklet will be updated when required and can be accessed on Oaklife (College Intranet).
- 3.2.2 Assessment Booklets (electronic or printed) contain a copy of this policy, NESA Teaching and Educational Standards requirements and an Assessment Schedule outlining the assessment program for each subject including the following details for each assessment task held throughout the year.
- Issue date of task
 - Nature of task
 - Due date of task
 - Weighting of task (relative value)
 - Outcomes assessed
- 3.2.3 Students may also be given more detailed notification of assessment tasks, in writing, at least 2 weeks prior to each task.

3.3 Absence from assessment tasks

- 3.3.1 It is the expectation of the College that students will be present at school for any scheduled assessment task and that any take home task or assignment will be submitted by the due date.
- 3.3.2 Absence from an assessment task on a specific date will mean a student shall receive “zero” for that task. Such a result will only be reviewed in light of an Illness/Misadventure claim or approved Principal’s Leave.

3.4 Illness / Misadventure

- 3.4.1 Misadventure is any unforeseen event which prevents a candidate from attending, completing or submitting a scheduled assessment task.
- 3.4.2 If a student misses an assessment task due to misadventure, they must make their application for consideration for misadventure using the following procedure:
- 3.4.2.1 The student and/or parents must inform the Director of Student Learning of the absence as soon as possible after it is apparent the student is unable to attend
 - 3.4.2.2 The student must complete an Illness/Misadventure application form which is available from the Director of Student Learning or from the Student portal. The form must be returned to the Director of Student Learning
 - 3.4.2.3 A detailed medical certificate or similar, relevant documentation must accompany the application form – detailing a valid reason for absence from the task
 - 3.4.2.4 A student has **seven days** from the date of the absence to complete and submit any illness or misadventure application (The weekend is counted as 2 days)
 - 3.4.2.4 In cases where the absence is accepted as valid, The Director of Student Learning will make a recommendation to the Academic Head who will grant an extension, direct the re-sit of the original task or the preparation of a substitute task
- 3.4.3 The date of the administration of the replacement task will be decided after considering all other relevant factors and will be at a time convenient to the College and the student.
- 3.4.4 The mark from any make-up task will be used as a guide only to determine an equivalent mark for the task. The final determination of the equivalent mark will usually occur at the end of each course, after all assessment tasks have been completed.
- 3.4.5 In exceptional circumstances, where it is not feasible or reasonable to re-sit a missed task, an

estimate mark may be awarded. The estimate will be determined by the Academic Head based on a student's performance in all other assessment tasks for the course. The final estimate will be determined at the end of the course, after all other tasks have been completed.

- 3.4.6 In cases where the absence is not deemed as valid, the Academic Head will issue a N determination warning letter.

3.5 Extension of time

- 3.5.1 Extension of time may be granted for assessment tasks if a student submits a valid Illness/Misadventure application or has Principal approved leave.
- 3.5.2 Any application for extension of time must be submitted to the Director of Student Learning at least four days prior to the due date for the task.

3.6 Student Expectations

- 3.6.1 For all assessment tasks, it is the expectation of the College that the task be deemed by the Academic Head of the relevant subject to be completed to a satisfactory standard. A reduction of marks, a zero mark or non-serious attempt warning may be given if this criteria is not met and an official 'N'-Award Warning Letter will be sent to these students.
- 3.6.2 All work, to be included as part of the assessment profile, must be the student's own individual effort, not that of others. Students may be required to sign a statement to this effect. Work which is copied, or shows signs of outside assistance, may be awarded zero marks.
- 3.6.3 Where a student is absent on the day that an essay, project or research assignment is due to be submitted, arrangements should be made for the material to be delivered to the Academic Head on that day. If delivery of the task is not possible, parents are to phone the Director of Student Learning on the due date.

3.7 Handwriting

- 3.7.1 When a student's handwriting in an assessment task is deemed illegible, the marker will make every effort to decipher what they can, including with the assistance of another staff member, and mark accordingly. Students will not be permitted to interpret their assessment task unless there are exceptional circumstances approved by the Director of Student Learning.
- 3.7.2 Any student concerned that their handwriting may negatively impact their performance in an assessment task should contact the Learning Support Department. The Learning Support department can advise students on strategies to improve handwriting and can assist with handwriting practice. It is vital that students are proactive in seeking assistance if their handwriting is poor.

3.8 Appeals

- 3.8.1 In a case where a student believes that an error has been made in the assessment process, or a published procedure has not been followed, they have the option to make an appeal. An appeal is made in writing to the Director of Student Learning outlining the details of the concern the student has and an indication of an expected outcome. The Director of Student Learning will convene an Assessment Committee normally consisting of the Director of Student Learning, the Assistant Principal – Curriculum and an Academic Head. This committee will examine the appeal and the corresponding evidence and make a determination based on the information presented.

3.9 Malpractice

3.9.1 Definition: Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- 39.1.1 copying someone else's work in part or whole, and presenting it as their own
- 39.1.2 using material directly from books, journals, recorded media or the internet without reference to the source
- 39.1.3 building on the ideas of another person without reference to the source
- 39.1.4 buying, stealing or borrowing another person's work and presenting it as their own
- 39.1.5 submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- 39.1.6 using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- 39.1.7 paying someone to write or prepare material
- 39.1.8 breaching school assessment/examination rules or expectations
- 39.1.9 using non-approved aids during an assessment task
- 39.1.10 contriving false explanations to explain work not handed in by the due date
- 39.1.11 assisting another student to engage in malpractice
- 39.1.12 being in possession of notes (including electronic data storage systems) during a formal assessment task held under examination conditions
- 39.1.13 being in possession of electronic communication devices such as mobile phones, smart watches etc. even if they are switched off, during formal assessment tasks held under examination conditions
- 39.1.14 communicating with other students or seeking assistance from others during formal assessment tasks under examination conditions (except to seek clarification from other teachers)

3.10 Examples of unfair advantage

The following situations are deemed as providing a student with an unfair advantage over other students:

- 3.10.1 Being absent the day before or on the day of a submission without good cause
- 3.10.2 Being absent the day before or the day of an in-class assessment task without good cause
- 3.10.3 Being in possession of another student's work
- 3.10.4 As a result, a student will be required to submit an Illness/Misadventure application with adequate evidence to validate any such absence on or before the due date of an assessment task

3.11 Penalties

- 3.11.1 In instances where a student is shown to have cheated or gained any unfair advantage in an assessment task, a 'zero' mark or deduction in total marks available will be awarded for that task.
- 3.11.2 The College reserves the right to investigate any reports of cheating/unfair advantage and apply this rule. The College will always seek a resolution to ensure that no student gains or has perceived to have gained an unfair advantage over other students.
- 3.11.3 A student found cheating during an examination may lose some or all of the marks for that examination. A student who copies another's answer during an examination may lose the marks for the portion of work copied. The copier may also receive a mark of zero for the whole paper.
- 3.11.4 The student copied from may lose the marks for the question copied and may also receive a mark of zero for the whole paper.
- 3.11.5 During an examination or class test, it is the responsibility of each student to ensure that their work is kept secure so that other students cannot copy it. Completed work should be placed face down on the examination desk.

3.12 Penalties for Late Tasks

- 3.12.1 In cases where an Assessment Task involves a due date, a student is expected to present the task on or before that due date.
- 3.12.2 In cases of illness or misadventure, the Academic Head may grant extensions provided that the request for the extension is made at least **four (4) days** prior to the due date.
- 3.12.3 In those instances, in which illness or misadventure is not adequately demonstrated, marks will be deducted for late presentation of Assessment Tasks and, in general, a deduction of 15% of the total mark available per day will be incurred.
- 3.12.4 A 'zero' mark shall be awarded for a task overdue by seven (7) or more days. This includes weekends which count as two days.

3.12.5 Late Policy Penalty Scale

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Lose 15%	Lose 30%	Lose 45%	Lose 60%	Lose 75%	Lose 90%
of the total mark available					

3.13 "N" Determination

- 3.13.1 If a student fails to complete assessment tasks, course work or does not apply themselves with diligence and sustained effort, they are at risk of not meeting the internal assessment requirements of the course. In this case, a warning letter will be sent to the parents/carers advising them of the possible consequences of a Non-Completion ("N") award and proving details of action required by the student.
- 3.13.2 If a situation continues with a student beyond the warning letter and the student remains at risk of not meeting requirements, at least one further warning letter will be issued and an interview with the parents/ carers, student and Director of Student Learning or Assistant Principal – Curriculum will be organised.
- 3.13.3 Following this procedure, if the student is still unable to meet criteria for course completion, the Principal may submit an "N" determination to the NSW Education Standards Authority (NESA) and notify the student of this determination, its consequences and their right to a school review and subsequent appeal to NESA.
- 3.13.4 If, at the conclusion of an HSC course, a student has failed to complete assessment tasks which contribute in excess of 50% of the final marks in that course, the Principal **must** submit an "N" determination to NESA and notify the student of this determination, its consequences and their right to a school review and subsequent appeal to NESA.

3.14 Responsibility of the Assessment Program

- 3.14.1 Supervision of the College Assessment Program is the responsibility of the Director of Student Learning under the guidance of the Assistant Principal – Curriculum.
- 3.14.2 Academic Heads are responsible for the planning, organisation and implementation of all assessment tasks within their curriculum area. This includes the production of a written schedule of tasks with the relative value of each which is distributed to students.
- 3.14.3 Academic Heads are responsible for the communication of all tasks and the administration of marking, recording and collation of assessment results.
- 3.14.4 Academic Heads are responsible for following correct procedures in regard to any assessment task missed by a student.

3.15 Student results and feedback

- 3.15.1 Feedback to students on individual tasks will include the raw mark or grade assigned to the task

during the marking phase. Students may also receive personalised comments, self-reflection tools or other appropriate feedback based on the marking criteria for the task.

3.15.2 For students in the HSC year or Preliminary HSC year, student rank on an individual task will be available to a student after each task upon his/her request to the Academic Head.

3.15.3 For students in the HSC year or Preliminary HSC year, cumulative ranks will be available after each assessment task and semester reports will contain a cumulative rank up to the date of the report.

3.16 Calculation of Final Assessment Grades and Marks

3.16.1 Grades for ROSA, Year 10 and Preliminary HSC

3.16.1.1 Final grade are determined by accumulating assessment information throughout the entire course for both Year 10 and Preliminary HSC. A summative judgment is made of each student's overall level of achievement based on the Course Performance Descriptors, student's assessment marks and Teacher professional judgement.

3.16.2 Final Assessment Marks – HSC Course **one method per year

3.16.2.1 Final HSC assessment marks are based on the marks and weightings assigned to various assessment tasks and published in the Assessment Handbook which is distributed to students at the beginning of the HSC course. The final assessment mark is determined by using one of two statistical methods depending on the size of the cohort and the preferences of individual faculties. One method is to simply aggregate marks for each task marking a total out of 100. In this case each task would be marked out of a total corresponding to the published weighting. The second method is to standardise marks before combining. This does not alter a student's rank position.

3.16.2.2 Each Curriculum area will publish a more detailed description of the method used to determine final assessment marks in their subject area in their Faculty Handbook.

3.17 Appeal of Ranking

3.17.1 Following the completion of the Year 12 Assessment Program, a report is issued to students that list the raw marks for each assessment task and the final ranking for each subject studied. These marks will include any adjustments required for Illness/misadventure appeals that were upheld through the year. Finalised school assessment marks are not available to students.

3.17.2 Should a student wish to appeal for a review of his/her ranking, because his/her position differs significantly from expectations gained from feedback on performance in assessment tasks throughout the course, this appeal must be sought in the two-week period following the publication of the ranks on the NESA student portal. This application for appeal should be made **in writing** to the Director of Student Learning.

3.17.3 Reviews of final rankings will be conducted following the NESA guidelines as set out below:

3.17.3.1 An assessment review will only relate to the student's position in Oakhill's order of Merit and must focus on the school's procedures for determining the final assessment mark in the Order of Merit

3.17.3.2 A student is not entitled to seek a review of teachers' judgement of the worth of an individual performance in an Assessment task.

3.17.3.3 The mark awarded will not be subject to review as part of the review process.

3.17.3.4 Appeals are anticipated as being the exception.

3.17.4 In the conduct of an Assessment Review, it will be necessary for the school to ascertain that:

3.17.4.1 the weightings specified by the school in its assessment program for the school conform with the NESA requirements for that subject.

3.17.4.2 the procedures used by the school for determining the final assessment mark conform with its stated assessment program. In particular, the weightings used for various assessment tasks should be consistent with those specified in the assessment program.

3.17.4.3 there are no computational or other clerical errors in the determination of the assessment mark

and rank.

4.0 Procedure

4.1 Application for Early Admissions Scheme

- 4.1.1 Year 12 students have several pathways to apply for consideration in regard to University entry and ATAR Adjustment factors
- 4.1.2 Applications should be evaluated to ensure that there is a level of consistency around summative language, evaluation of impact and process.
- 4.1.3 The College needs the application process to be co-ordinated and vetted so the Principal can confidently approve individual applications.

4.2 Guiding Principles

- 4.2.1 Students may experience a variety of short term and long-term situations that impact upon the HSC and ATAR for University admission.
- 4.2.2 The College needs to be acquainted with these circumstances so that appropriate support and data can be collected so as a full and complete assessment of the impact can be made by the relevant school personnel.
- 4.2.3 Students must be informed and supported throughout the process, regardless of the final assessment of the College personnel.

4.3 Policy

- 4.3.1 Students will be informed early in Terms 3 about the various avenues for ATAR adjustment factors via the Careers Department.
- 4.3.2 The Student Wellbeing Committee (SWC) will review students who are under a Student Learning Plan and make suggestions through the Dean, Counsellor or Director of Student Learning for them to make application.
- 4.3.3 Deans, Counsellors and Careers Advisors may also suggest to specific students to apply for one or more of the pathways.
- 4.3.4 Applications must be submitted to Director of Student Learning by a set due date. All applications will be reviewed by the SWC.
- 4.3.5 The SWC will request the most appropriate personnel to complete the relevant section.
- 4.3.6 Completed applications will be returned to the DOSL and reviewed by the SWC.
- 4.3.7 Applications will be forwarded to the Principal for his final approval.

4.4 The Application Process

- 4.4.1 Review of individual applications may include:
 - 4.4.1.1 Student Academic reports and Assessment results
 - 4.4.1.2 Appropriate diagnostic reports or statements from outside health providers
 - 4.4.1.3 Court documents, solicitor's affidavit, Police reports or other appropriate legal advice
 - 4.4.1.4 Dean, Tutor, Teacher and/or Counsellor comments
 - 4.4.1.5 Student and or parental statements

4.5 Evaluation and Review

- 4.5.1 The College via the Principal will ensure that this policy is reviewed every two years in terms of changes in relevant legislation or modifications to requirements UAC and NESA policy.

FORMAL ASSESSMENT AT OAKHILL COLLEGE NSW EDUCATION STANDARDS AUTHORITY (NESA) REQUIREMENTS

SUMMARY

Requirements for Year 7 - 12

The award of a grade or final assessment mark in individual courses completed during Years 7 – 12 is dependent upon a student being deemed as having completed specified courses of study. Completion of a course is defined in terms of Assessment Tasks and student participation as specified below.

Satisfactory Completion of a Course – Course Completion Criteria

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

The Principal is required to certify, in writing, that each student has satisfactorily completed course completion criteria.

Whilst NESA does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who will give students early warning of the consequences of such absences.

The College follows the legislation introduced in 2015 that any family holiday taken during term time will be counted as absence and that a Certificate of Exemption no longer applies to family holidays/travel taken during term time. An Application for Extended Leave is to be lodged by a parent/guardian directly to the Principal with all relative supporting documentation.

The Application for Extended Leave must be submitted to the Principal by the parent/guardian two weeks prior the requested travel period. If the reason for requesting leave is within the requirements of the Education Act, and are in the student's best academic interests, the Principal may grant the leave.

The College will record granted leave as 'L' in Sentral and a Certificate of Extended Leave will be issued and sent to the parents/guardians.

If the Principal does not grant leave the absence will be recorded as an 'A' in Sentral and the parents/guardians will be notified.

All leave documentation is kept on the student's file. In the case of Certificate of Extended leave, the original must be kept by the parents/guardians.

The College Policy on Leave can be accessed at:

<http://www.oakhill.nsw.edu.au/wp-content/uploads/2015/08/Policy-30-Student-Attendance- Policy.pdf>

‘N’ Determination - Subject of Written Report

If at any time it appears that a student is at risk of being given an 'N' Determination in any course the Principal will warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be addressed.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed one or more courses. The Principal will then apply the 'N' Determination.

Students who have received an 'N' determination have a right of appeal.

Assessment Guidelines

NESA has made a number of policy decisions on the manner in which Assessments will be administered and monitored and has established provisions for certain extraordinary events.

Communication to Students

A mandatory requirement is that students should know:

- **WHAT** is being assessed
- **HOW** it will be assessed
- **WHEN** it will be assessed
- **THE RELATIVE VALUE** of each TASK in the overall Assessment program

This booklet (*Assessment Policy & Schedules 2019*) provided to each student satisfies this requirement. Individual subjects may provide additional information, depending on the nature of the task, closer to the actual task.

Non-Completion of Assessment Tasks

In order to have studied a Board of Studies course satisfactorily, the Board expects each candidate to have completed **ALL** Assessment Tasks.

Notwithstanding the Principal's prerogative with respect to Illness and/or Misadventure, in all other cases where a student fails to complete an Assessment Task, **a 'zero' mark must be recorded for that task.**

Where a candidate has been given 'zero' marks because of failure to complete Assessment Tasks totaling 50% or more of the final course Assessment mark, the Principal **must** certify that the course has not been studied satisfactorily.

A candidate who does not study a course satisfactorily, will not have an assessment mark reported.

Assessment Tasks Must Be Student's Own Work

The purpose of the assessment procedure is to reward students for their individual efforts over the duration of the assessment period. Thus, it is essential that the assessment be the student's own individual effort, not that of others. Therefore, with designated assessment tasks such as home assignments and research tasks, students may be required to sign a statement that the work is, in fact, all their own work. If, at a subsequent date, the work is found to be not all their own, a mark of zero may be recorded for the assignment. Further, students who lend their work are jeopardising the marks they have gained and their rank position.

Changes of Courses or School

If a student transfers to another school, the new school will prepare final assessments on those tasks completed at the new school. Information received from the former school may be considered. If the transfer occurs just prior to the completion of Year 10, the former school will provide the Assessment.

The Course Grading System Explained

What are Course Performance Descriptors?

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the State in making sound and consistent judgements about overall student achievement at the end of a course.

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement and assist teachers toward grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of typical students' performances at the end of the course. The Areas for Assessment consist of the knowledge and skills objectives from the syllabus. In the Year 10 context, attitudes and values are not tested or assessed for grading purposes. They are nevertheless an important part of teaching and learning and are included separately in school reporting.

The five sets of descriptors describe different levels of student performance and achievement. In using these descriptors, schools 'match' each of their students to the descriptor column that best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student.

The General Performance Descriptors presented on the following page form a generic set of descriptors indicating five levels of achievement. They were used by groups of subject specialists to develop the Course Performance Descriptors for each course.

It should be noted that Mathematics uses a set of descriptors with nine levels. The process for allocating a grade for each student will be similar to all other subjects.

Grade General Performance Descriptors

- A** Indicates *Excellent* achievement in the Course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
- B** Indicates a *High Level* of achievement in the Course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
- C** Indicates *Substantial* achievement in the Course.
The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.
- D** Indicates *Satisfactory* achievement in the Course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
- E** Indicates *Elementary* achievement in the Course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

- N** N Determination. Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:
- a) followed the course developed by the NESA;
 - b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
 - c) achieved some or all of the Course outcomes.

Determining Course Grades

The process of determining course grades requires Academic Heads and teachers to:

- Devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus.
- Observe and record assessment judgements (e.g. marks, grades, comments).
- Use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course.
- Refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievement.

Teachers will interpret the Course Performance Descriptors in terms of achievement that can be demonstrated within the bounds of the syllabus by students at the end of Stage 5. All syllabus objectives related to knowledge and skills have been taken into account in designing the teaching/learning programs in each course.

Responsibilities of Students

A Student is responsible for:

- ensuring that they obtain and understand the school's policies on assessment;
- attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement;
- ensuring that any questions that they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back;
- demonstrating, through application and achievement, that they have met the requirements of the course.