

2019-2020

# High School Certification Handbook



Department of Education and  
Early Childhood Development

Government of Newfoundland  
and Labrador





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This handbook can be found online at:  
[http://www.ed.gov.nl.ca/edu/k12/high\\_school\\_cert.html](http://www.ed.gov.nl.ca/edu/k12/high_school_cert.html)

**Press Ctrl + F to use the PDF search engine for this document.**

## Contents

SECTION 1	INTRODUCTION.....	1
SECTION 2	HIGH SCHOOL PROGRAM STRUCTURE.....	2
2.1	Definition of a Credit .....	2
2.2	Subject Codes .....	3
2.3	Course Numbering.....	4
2.4	Maximum Number of Credits Permitted .....	5
2.5	Local (District) Courses.....	5
SECTION 3	STUDENT/COURSE REGISTRATION .....	6
3.1	Initial Registration and Rationale .....	6
3.2	Registration Process and Options .....	7
3.3	Registration for Modified Prescribed and Alternate Courses .....	7
3.4	Student Transfer Between Schools.....	8
3.5	Re-Registration of Students.....	8
3.6	Changing Student Numbers (MCP) .....	8
SECTION 4	EVALUATION.....	9
4.1	Evaluation Terms.....	9
4.2	General Guidelines and Regulations .....	10
4.3	School-Only Course Evaluations .....	10
4.4	Evaluation of Science 1206 and Science 2200.....	11
4.5	Public Examination Evaluations.....	11
4.6	Equating and Exam Security.....	14
4.7	Evaluation for Private Candidates.....	15
4.8	Out of Province Examinations.....	15
SECTION 5	AWARDING OF CREDIT .....	16
5.1	Course Sequencing and Conflicts.....	16
5.2	Prerequisite Courses .....	16
5.3	Independent Study.....	17
5.4	Transferring of Credit.....	17
5.5	Credit Rescue and Recovery .....	21
SECTION 6	REPORTING COURSE RESULTS TO THE DEPARTMENT.....	23
SECTION 7	CERTIFICATION.....	24
7.1	Regular High School Transcripts .....	24
7.2	Graduation Status.....	24
7.3	Graduation with French Immersion Designation .....	25

7.4	Honours/Academic Status for Transfer Students .....	26
7.5	School Achievement Certificate .....	26
7.6	High School Credits through Adult Basic Education (ABE).....	27
7.7	Transcript Format.....	30
7.8	Graduation Status .....	30
7.9	Graduation Diploma .....	30
SECTION 8 REPORTING OF RESULTS TO STUDENTS AND SCHOOLS .....		31
SECTION 9 GRADUATION REQUIREMENTS.....		32
9.1	Graduation Requirements.....	32
9.2	Graduation Requirements (Français langue première).....	35
9.3	Request for Waiver of Graduation Requirements .....	36
SECTION 10 SCHOLARSHIPS .....		37
10.1	Scholarship Determination.....	37
10.2	Scholarships Awarded .....	38
10.3	Eligibility.....	39
10.4	Lester B. Pearson Scholarship .....	39
SECTION 11 PUBLIC EXAMINATION REGULATIONS.....		41
11.1	Eligibility.....	41
11.2	Public Examinations Registration .....	41
11.3	Public Examination Re-Reads .....	41
11.4	Special Consideration Policies.....	42
11.5	Regulations for Candidates.....	45
SECTION 12 PUBLIC EXAMINATION ADMINISTRATION.....		49
12.1	The Public Examination Schedule .....	49
12.2	Public Examinations Centres .....	49
12.3	Supervision of Public Examinations .....	50
Section 13 PUBLIC EXAMINATION MARKING BOARD .....		55
13.1	Qualifications and Selection Procedures .....	55
13.2	Duties of Marking Board Personnel .....	56
13.3	Marking Guidelines .....	58
APPENDIX I .....		61
	List of Senior High School Courses by Graduation Requirement .....	61
APPENDIX II.....		63
	Senior High Mathematics Three-Year Plan .....	63
APPENDIX III .....		64
	Request to Exceed 16 Credits .....	64

APPENDIX IV.....	65
Official High School Transcript .....	65
APPENDIX V.....	66
High School Diploma .....	66
APPENDIX VI.....	67
Application for School Achievement Certificate .....	67
APPENDIX VII.....	68
Application for Constable W.C. Moss Scholarship.....	68
APPENDIX VIII.....	70
Electoral Districts .....	70
APPENDIX IX.....	71
Course Sequences, Conflicts and Prerequisites.....	71
APPENDIX X.....	75
Independent Study Guidelines.....	75
APPENDIX XI.....	76
Awarding Credit for External Courses.....	76
APPENDIX XII.....	85
District (Local) Courses: Policy and Procedures.....	85
APPENDIX XIII.....	89
Alternate Courses and Registration .....	89
APPENDIX XIV .....	91
School Mark Adjustment.....	91

## SECTION 1 INTRODUCTION

The High School Certification Handbook can be found online at:  
[http://www.ed.gov.nl.ca/edu/k12/high\\_school\\_cert.html](http://www.ed.gov.nl.ca/edu/k12/high_school_cert.html)

The 2018-2019 edition replaces all previous publications. It is based on the high school program, regulations and graduation requirements for students entering Level I since September 2005. Any changes to programming and regulations will, in future, be reflected in a comprehensive yearly update prior to the start of the school year.

**Note: The public exam resources website**

<http://www.gov.nl.ca/edu/k12/evaluation/exams.html> typically contains the following PDF forms.

- Private Candidate Registration Form
- Public Exam Marking Board Application
- Public Examinations and Resources
- Regulations for Candidates
- Public Exam Schedule
- External Supervision Application
- Adaptations/Accommodations Policy
- Reread of June Examinations
- Reread of August Supplementary Examination
- Registration for August and November Supplementary Examination(s)
  - Newfoundland and Labrador English School District
    - Region 1 - Labrador
    - Region 2 - Western
    - Region 3 - Nova Central
    - Region 4 - Eastern
  - Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador

## SECTION 2 HIGH SCHOOL PROGRAM STRUCTURE

The senior high school program comprises the final three years of study of a 13 year, Kindergarten to senior high education system. These final three years are referred to as Grades 10, 11 and 12. The program is structured on a course credit basis culminating in the acquisition of a senior high graduation diploma in three years or more.

### 2.1 Definition of a Credit

Credit is determined and awarded on the basis of attainment of a passing grade in senior high school courses.

Please note the following:

(i) **Passing grade**

- 50, on a percent scale

(ii) **Credit value**

- 1 credit is awarded for a course designed for a minimum of 55 hours of instruction
- 2 credits are awarded for a course designed for a minimum of 110 hours of instruction

## 2.2 Subject Codes

Subject Code	Subject Area
01	Art
02	Economic
05	Family Studies
06	French
07	Health
08	Technology Education
10	Music
12	Physical Education
13	Religious Education
15	Social Studies
16	Guidance
17	Foreign Language
18	Native Language
19	Media
21	Français langue première
25	Social Studies (New)
30	Cooperative Education
50	General Education
59	Mathematics
64	Science
70	Alternate Course
94	English Language Arts



## 2.3 Course Numbering

### First two digits

subject code (e.g.; **06** 3200 indicates French; **15** 3201 indicates Social Studies).

**3<sup>rd</sup> digit** the 1, 2, or 3 indicates the year in which the course is normally taken. The 4 designates advanced courses (e.g., Advanced Placement)

**4<sup>th</sup> digit** the credit value that will be awarded for successful completion of the course (1 credit or 2 credits)

**5<sup>th</sup> digit** a digit from 0-9 denoting the type of course, the following types are presently designated:

- 0 prescribed courses for students throughout the province
- 1 pilot courses approved on a trial basis for evaluation as a potential prescribed course
- 2 local or district courses approved for particular schools (this includes Advanced Placement courses)
- 3 prescribed courses for students in French first language or French Immersion
- 4 pilot courses approved on a trial basis in French first language or French Immersion
- 5 local courses approved in French First language or French Immersion
- 6 prescribed courses modified by reducing depth of treatment and/or deleting certain curriculum outcomes
- 7 alternate courses studied by individual students
- 8 prescribed courses modified by extending depth of treatment and/or adding curriculum outcomes, particularly International Baccalaureate courses
- 9 credit awarded for courses transferred from outside the Newfoundland and Labrador high school system

**6<sup>th</sup> digit** a digit between 0 and 9 distinguishing courses in a subject area having the same level, credit value and type

## 2.4 Maximum Number of Credits Permitted

Students that are registered for a full allotment of courses should complete 14 credits in a calendar year. Occasionally students will engage in a course either independently or outside of normal school hours (e.g., Ensemble Performance 3105) which will see them obtain up to 16 credits, which normally is the maximum number of credits that can be submitted for a student in a school year.

A school principal may submit a request for a student to obtain in excess of 16 credits. To do so s/he must complete the *Request to Exceed 16 Credits* form in **Appendix III** and submit it to the Manager of Evaluation for review and approval.

Note: For a student to be eligible to obtain 17 or more credits the school must strictly adhere to the Independent Study guidelines set out in **Appendix X**.

**Under no circumstances can a student challenge a course for credit by simply writing a comprehensive exam. A student engaged in independent study must be evaluated on an ongoing basis by an assigned teacher throughout the school year.**

## 2.5 Local (District) Courses

A local (district) course is a non-provincial senior high school course which can be either developed at the school or district level.

The three year approval term for local (district) courses came to an end in June 2006. To obtain approval for local (district) courses after this date a school must follow the guidelines outlined for local (district) courses in Senior High School: Policy and Procedure (See **Appendix XII**).

## SECTION 3      STUDENT/COURSE REGISTRATION

### 3.1    Initial Registration and Rationale

Registration of students in the senior high school program is required only when a student begins their program of studies for the first time, typically in Grade 10. Registration must occur prior to the initial term in which results are to be recorded. This initial term is referred to as the admission term. (i.e., student and course registrations must be submitted to High School Certification in the fall so as to facilitate the upload of final marks in June).

To facilitate planning and feedback to schools, the student and course registration process takes place primarily during the **month of October** and concludes in **November**.

The registration process establishes an entry date for each student and is used to determine which graduation requirements are to be used to evaluate a student's high school record. The high school certification system is based on the assumption that all students enter the high school system in Grade 10.

The timely submission of accurate student, course and registration data to the Department of Education and Early Childhood Development is essential for a variety of other reasons:

- The generation of “fake monitor” reports which provide vital information regarding student programming and whether they are on a correct path to graduate and to obtain honours/academic status.
- To create a conflict matrix for the Public Exam Schedule in June.
- Data is used to purchase an adequate number of textbooks, etc.
- To ensure that transcript information is up to date.
- To ensure an appropriate number of public examinations are printed for the June examination period.
- Accurate student information for the printing of bubble sheets.
- To ensure an appropriate number of public exams are mailed to schools to adhere to security measures.

Schools that neglect to submit student and course registrations will be unable to upload mark information in June, impacting transcript generation for students.

## 3.2 Registration Process and Options

Registration for regular students, and their courses, will be in October/November of the school year, through the high school records and certification system web application.

Schools using PowerSchool™, Somac™, or Winsor™ will use the School Records and Certification System (SRCS) web application to transfer files containing their student/course registrations to the Department of Education and Early Childhood Development. The process involves submitting a student file that is created using the ASCII transfer module. If edits are required after successful file transfer, schools may contact the department and edits will either be processed directly by High School Certification staff or an opportunity for a new file transfer will be provided in March.

Editing student/course information will not be possible in June; only mark uploading will be available at this time.

On-line data entry schools will enter their registrations directly into the web application. Edits may be forwarded to the Department of Education and Early Childhood Development if necessary.

### **Please note:**

The **grade** and **new current electoral district (Appendix VIII)** of each student must be part of the registration data. Files will not be accepted unless this information is included.

Outlined below are key points to remember for successful submission of data to the Department of Education & Early Childhood Development:

1. Schools must use **Internet Explorer or Firefox** as the browser for this application.
2. Each year a set of instructions for uploading data will be sent to each high school outlining the process to generate the file from PowerSchool and the SRCS.

## 3.3 Registration for Modified Prescribed and Alternate Courses

A modified prescribed or alternate course description must be given approval by the district office before the student can be registered.

Modified prescribed courses are identified by a fifth digit 6 or 8 (e.g. 94 1262), while alternate courses are identified by a subject code of 70, as well as a fifth digit 7 and a sixth digit subject identifier (e.g., 70 1279 or Mathematics 1279). See **Appendix XIII** for a detailed breakdown of alternate course numbers as well as to obtain the necessary form to be completed and submitted for district approval. Once approved, this form must be mailed or faxed, along with the course descriptor, to the High School Certification office (HSC).

**Note:**

- The Department of Education and Early Childhood Development does not require the submission of modified prescribed course information. However, course descriptions may be requested for monitoring purposes.

All alternate courses will fulfill the **ANY SUBJECT AREA** for graduation purposes and are counted towards the local course cap of four credits. **A student cannot use more than four alternate/local credits of the 36 credits for graduation.**

### 3.4 Student Transfer between Schools

Notification regarding student transfers from one school to another is the responsibility of the **receiving school**. Upon the arrival of a student transferring from another high school in the province, the receiving school should contact the High School Certification office immediately to update the student and course registration information for that student.

### 3.5 Re-Registration of Students

In the event that a formerly registered student returns to school after an absence of three or more consecutive terms, it will be necessary for the school to re-register the student, and to provide the Department of Education and Early Childhood Development with the date of the latest term in which final marks had been entered on the official record.

### 3.6 Changing Student Numbers (MCP)

To avoid the possibility of duplication of MCP (student) numbers, changes of student numbers should be done by the High School Certification office. Please contact the High School Certification office to facilitate such changes.

For students transferring into the province without an MCP number, please contact the High School Certification office to obtain a pseudo number. Once an official MCP number is issued, contact the High School Certification office to make the necessary change.

## SECTION 4 EVALUATION

### 4.1 Evaluation Terms

For evaluation and reporting purposes there are three reporting terms that are designated in each school year:

#### June Term

- schools report results for all courses in the current school year

#### September Term

- schools report results of supplementary evaluations for non-public examination courses [See 4.1 (c)]
- schools report the results of any summer school evaluations (for non-public exam courses)
- the department reports results of supplementary examinations (August administration) for public examination courses

#### November Term

- the department reports results of supplementary examinations (November administration) for selected public examination courses

Evaluations and examinations are referred to as initial (taken for the first time) or supplementary (repeated). Course results may be provided in the June, September, or November terms based on evaluations provided by the school and/or the department as follows:

- Initial evaluations** in all courses for regular school students are normally provided in the June term only. If a mark is submitted for the first time in any term other than June, the system will not recognize the mark or credit and the course will be reported on the transcript with a Q code (*Course initially attempted in other than June term, not eligible for credit.*)
- Initial evaluations** may be taken by **private candidates in public exams only** in any term in which the public exam is offered and is available to them. *A private candidate is a candidate registered for public examinations in Level III courses, who is not attending any regular school and has attempted the course in the past or is 19 years or older.*
- Supplementary evaluations** may be written or completed by any candidate in the term(s) in which evaluations for the relevant courses are offered and are available to them. **(NOTE:** Students are only eligible to complete supplementary public examinations if they have previously taken and written the initial exam for the course in question [see 4.1 (a)]. Private candidates, as defined in 4.1(b), may write any public examination. Course evaluations may be available as follows:

- (i) **June term** - all courses
- (ii) **September term** - any course subject to school-only evaluation and supplementary public examinations (August administration)
- (iii) **November term** – supplementary public examinations (November administration)

## 4.2 General Guidelines and Regulations

Evaluations for all non-public exam courses are provided by schools.

The following general policies and regulations shall apply to all school evaluations:

- (a) Students may not be provided with an initial evaluation mark in any courses which they have not taken during the year.
- (b) For non-public exam courses, credit will be awarded solely on the basis of a school-based evaluation. Such evaluations are, however, subject to the evaluation policy established by each school district. The Department can request a copy of student assessments for any course.
- (c) All final marks are to be reviewed by the principal (or a designated committee) before official issuance to students, and are to be certified with the principal's signature as a fair and valid representation of achievement of the course outcomes before submission to the department.

## 4.3 School-Only Course Evaluations

The following guidelines and regulations, in addition to those in section 4.1, shall apply to final school evaluations in all courses evaluated solely by the school:

- (a) For the September (evaluation) Term, supplementary exams should be scheduled prior to school opening, if possible, or as early as possible in the new term to facilitate proper student placements.
- (b) Results for the June and September Terms are to be forwarded to the department in accordance with the following schedule:
  - (i.) June Term - last school day in June  
September Term - September 15
  - (ii.) In special circumstances, approval may be obtained to defer a June evaluation. Such approvals are to be requested in writing to the Manager of Evaluation on an individual student and course basis. Please contact the High School Certification office in order to obtain the deferral form.

- (e) Submission of final marks for students participating in credit recovery programs (see 5.5) can either be made in the June Term for the previous academic year or for a term in the current school year (i.e.; September, November or June). The decision as to which term to submit a student's final credit recovery mark depends on whether or not marks from the previous year have been carried forward. If a student's credit recovery program is using marks from the previous year in addition to new assessment data, then the mark should be submitted in the June Term of the previous academic year. Conversely, if a student begins a course anew in September, then the final mark should be submitted in a term for the current academic year.

**Note: Credit recovery is not an option for Public Exam courses.**

#### **4.4 Evaluation of Science 1206 and Science 2200**

Science 1206 has four discrete units - biology, weather, chemistry and physics. Due to the make-up of Science 1206 and Science 2200, if a student is successful in the biology and weather units of Science 1206, it can be assumed that s/he has demonstrated an adequate proficiency level in Science 2200. If a student is struggling with Science 1206 and it has been decided that the student will move to the general program the following year, the teacher may wish to evaluate the student at the end of the year based only on the biology and weather units of Science 1206, and subsequently submit a mark for Science 2200. This will then allow a student to continue with Science 3200 without fear of a course conflict. This option should be considered by the principal and teacher on an individual student basis.

#### **4.5 Public Examination Evaluations**

- (a) The following guidelines and regulations, in addition to those in section 4.1, shall govern the school shared evaluation submitted to the Department of Education and Early Childhood Development:
  - (i) Schools are required to provide a school evaluation in all public exam courses by **no later than June 30<sup>th</sup>**. School submitted marks may not be revised after June 30<sup>th</sup> except to correct administrative errors.
  - (ii) Before being combined with public examination marks, raw school marks are adjusted, where necessary, in order to achieve comparability of grading standards among schools. The amount of adjustment is determined on a course basis within schools so that an adjustment factor, if required, is applied to each course in each school.

(For further information regarding the school mark adjustment, including how it is calculated, see **Appendix XIV**)

- (iii) The final mark for the June term will be determined as follows:

The shared evaluation will consist of the average of the school mark (adjusted where necessary) and the public examination mark. The following rounding procedures shall apply:



- decimal marks are rounded to the nearest whole
- final combined marks of 47.5 or higher are rounded to 50
- if the final combined mark is 47 or less, but the public exam mark is 47.5 or more, the final mark will then become 50
- If the final combined mark is 47 or less but the public exam mark is between 45 and 47, the exam will be automatically reread by the Department of Education and Early Childhood Development. The automatic reread process will occur after the results have been released.

- (iv) The final mark for the August/November terms will be determined as follows:

Students that are eligible to write supplementary exams may have their 60% adjusted school shared score combined with their raw exam scores if the final mark generated is higher than the raw exam score.

In other words, if a student's combined score is higher than their raw exam mark, then the combined score will be used to determine the student's final mark. Conversely, if a student's final mark in their supplementary exam is higher than their combined score, then the exam mark will be the score applied to the student's transcript.

***This policy will only be used to generate a final mark for the August and November supplementary exams, not for the June exam administration. School shared scores can only be used in the calendar year in which the June public exam was written.***

- (v) Due to exceptional circumstances medical approval may be obtained to defer a June public examination to August. Such approval is to be requested in writing on an individual student and course basis. In the case of shared evaluation deferrals, the school mark for the term missed will be brought forward and used in the calculation of the final result. When a previously submitted school mark is used the school mark will be subject to the same adjustment as applied in the June term missed.

- (b) (i) Students who are successful with Mathematics 3200 will automatically have a Mathematics 3203 score determined based on a scale derived from the 3200 students' examination result. These students will have a Mathematics score for both 3203 and 3200 entered into the transcript. If the Mathematics 3203 scaled score is lower than the final mark for Mathematics 3200 then the Mathematics 3203 mark on the student's transcript will be the same as the final mark for Mathematics 3200. This will also be used for the purpose of determining academic and honours graduation status, if it is to the student's benefit.
- (ii) Students cannot write public exams unless they are registered in a public exam course and have a school shared mark submitted in that course.

World Geography 3200 is the sole exception to this rule as it shares a large number of curriculum outcomes with World Geography 3202. The Department of Education and Early Childhood Development has developed the following policy for World Geography 3200:

1. At the discretion of the principal and teacher, a student who has registered for and has successfully completed World Geography 3200 may still write the World Geography 3202 public examination for credit.
  2. Should the student achieve a pass mark in the World Geography 3202 public examination, this mark will take precedence over the World Geography 3200 mark submitted.
  3. Should the student achieve a failing mark in the World Geography 3202 public examination, the school mark submitted by the school for World Geography 3200 will take precedence over the public examination mark.
- (c) If a student is unsuccessful in either of the following academic public examination courses, he/she may write a comprehensive (supplementary) examination in the corresponding general course.
- English 3201 (English 3202)
  - World Geography 3202 (World Geography 3200)

## 4.6 Equating and Exam Security

In June 2010 the Department of Education and Early Childhood Development began the process of equating exams. Increasingly, educational stakeholders want to know how student performance in one year compares with student performance in a previous year. The equating process provides the Department of Education and Early Childhood Development with the most reliable and accurate trend information in order to make such comparison and to learn how to improve.

The equating process requires that a certain percentage of the exam items (i.e., anchor items) be used from year to year. For this reason as of June 2010, public examination questions are no longer released and schools, administrators, teachers and students may not retain, copy, or use exam questions.

Notwithstanding, students and teachers will continue to want to access examination questions in order to prepare for upcoming exam sessions. The exams currently available online will continue to be posted on the department web site at:

[www.gov.nl.ca/edu/k12/evaluation/resources.html](http://www.gov.nl.ca/edu/k12/evaluation/resources.html)

There already is a strong culture of examination security in Newfoundland and Labrador. All educational stakeholders must ensure that exams remain unopened until the day of administration to students. Since June 2010, all public exams have a unique numerical identifier and schools are expected to account for and return all exams to the Department of Education and Early Childhood Development after their administration.

During all public examination sessions, the school principal, in cooperation with the external supervisor, must:

- ensure that no reproductions are made of the public examinations;
- maintain the security of the examination materials before, during and after the administration of each examination session;
- ensure that no examination materials are used for instruction or testing unless they have been released by the Department of Education and Early Childhood Development for such a purpose;
- return **ALL** examination materials (i.e., booklets, response forms, etc.) to the Department of Education and Early Childhood Development.

Unlike some school board policies dealing with tests and exams administered throughout the school year, which would have some informative value as students prepare for future tests and exams, public examinations are summative certification evaluations, and as such, exams will not be released to students after their administration.

## 4.7 Evaluation for Private Candidates

A private candidate is any candidate who is not attending any regular school, and has attempted the course in the past, or is 19 years or older. Private candidates should register with the High School Certification office to write a public examination.

- (a) Private candidates are responsible for bringing identification to the exam centre in which they intend to write their public examination.
- (b) Registered private candidates are issued public exam numbers in advance in order to write in the exam centre of their choice.
- (c) If a private candidate arrives at an examination centre without having registered in advance, the school must call the High School Certification office to obtain a public exam number for the candidate.

## 4.8 Out of Province Examinations

To ensure the security of examination resources, students are not permitted to write public examinations outside of the province.

Students who will be out of the province during the administration of the June public exams will have to apply and qualify for a deferral which, if approved, will allow the student in question to write their public exam(s) during the August (or November if applicable) administration of the supplementary exams.

If it is impossible to arrange for a student to write a deferred exam in August or November, then a signed declaration from the student and parent/guardian, and supported by the school principal, must be provided to the Department of Education and Early Childhood Development. If approved, the student will be given a “projected” mark based on the performance of their peers at the school the student attended on their June public examination. For details see 11.4(c).

**There will be no exceptions to this policy.**

## SECTION 5      AWARDING OF CREDIT

### 5.1    Course Sequencing and Conflicts

Course sequences and conflicts have been established to prevent students gaining credit for courses that have common curriculum outcomes to those already completed. Students cannot be awarded credit in both courses that are the English and French versions of the same course, or a pilot and prescribed version of the same course. In all cases, except mathematics, students cannot obtain credit for both the basic and academic courses in a particular subject area. See **Appendix IX** for details.

- Students cannot receive credit for both a regular and an enhanced (third digit 8) version of the same course.
- In cases where courses in conflict are successfully completed, credit will be awarded for the higher level course. (e.g., if a student completes Power and Energy 3201 and Power Mechanics 2103, the student will only receive credit for Power and Energy 3201)
- For conflicting courses that are completed at the same grade level, students will only receive credit for the course with the higher mark or the course which is deemed academic. (e.g., If a student receives credit for English 1202 and then proceeds to complete English 1201, s/he will only get credit for the academic course).
- Students are permitted to do the academic and applied levels in Mathematics, however to meet the graduation requirements, the four (4) credits must be from two different grade levels. (e.g., A student completes Mathematics 1201 and 1202, this will count as four (4) credits, but only two (2) will count toward the graduation requirement of four (4) credits for Mathematics.)
- Students successfully completing a pilot course cannot receive credit for its authorized counterpart.
- *En francais* courses (i.e., courses with the third digit of 3, 4 and 5) are in conflict with their English counterparts.
- **When a student successfully completes a prescribed course after receiving credit for a type 6 modified version of the course, the student will lose credit for the modified course.**

### 5.2    Prerequisite Courses

To register for a higher level course without having obtained credit for the lower level course, a student must demonstrate that s/he has acquired the necessary prerequisite knowledge. It is strongly recommended that a student successfully complete the course(s) in column 1 prior to registering for the course(s) in column 2. In extenuating circumstances the principal may override course prerequisites, the only exception is Mathematics. Mathematics 1201 must be completed before Mathematics 2200 or 2201.

Similarly, Mathematics 2200 or 2201 must be completed before Mathematics 3200 or 3201. Mathematics 1202 must be completed before 2202 or 3202. See **Appendix IX** for details.

### 5.3 Independent Study

The Department of Education and Early Childhood Development recognizes that due to scheduling issues, students may occasionally have to take a course outside of scheduled classroom time. **(See Independent Study Guidelines - Appendix X).**

In any independent study situation, the student must demonstrate knowledge and skill in a manner equivalent to that required of a student studying the course through regular classroom instruction.

**Under no circumstances can a student challenge a course for credit by simply writing a comprehensive exam. A student engaged in independent study must be evaluated on an ongoing basis by an assigned teacher throughout the school year.**

### 5.4 Transferring of Credit

#### Courses or Credits from Other Jurisdictions

Students may receive credit in the Newfoundland and Labrador senior high school program (grades 10 – 12) for the following certified studies if they were successfully completed in other educational institutions or jurisdictions:

- a high school program in other provinces/territories
- a high school program in other countries

Credit will only be awarded if an official copy of the appropriate certification is provided as evidence of achievement.

Registered Newfoundland and Labrador students who attend school in other provinces for a significant portion of the school year and return to the Newfoundland and Labrador system may apply for transfer of credits. **Credit will not be transferred for courses completed by students through virtual schools in other jurisdictions while they are also enrolled in a high school program in Newfoundland and Labrador.**

#### Procedure to Transfer Credits

1. Students planning to transfer credits to a school in Newfoundland and Labrador high school system can contact a school directly. The school, on the student's behalf, can provide the required documents to the High School Certification office at the Department of Education and Early Childhood Development.

**The only exception to this pertains to students that are recruited from other jurisdictions by a company or organization.** These students need to follow the guidelines outlined in section 2 below.

The following documentation is required by the High School Certification office to transfer credits to the Newfoundland and Labrador high school system:

- **Official certified transcripts** of final results in all courses or examinations for which transfer of credit is being requested. Transfers cannot be completed without official certified documentation.
- The pertinent program of studies or course catalogue containing detailed descriptions of the courses and program completed outside of Canada.

All documentation must be in the English language. Any translation must be completed by a certified translator and cannot be done by either the student or an immediate family member.

Some requests may be made to the High School Certification office prior to a student's reporting to a school. The student or parent making the request must indicate the school of intended admission and must provide all of the necessary student information for registration.

While requests for the transfer of credit may be reviewed and tentatively evaluated in advance, such transfer credits awarded are conditional upon the student's ultimate achievement of credits directly in the Newfoundland and Labrador high school system. **The department reserves the right to change, delete or modify credits awarded.**

When a student reports to a school for enrolment, the school will make a tentative evaluation of the transcript to permit immediate placement of the student accordingly. The student's courses may change once the transfer of credit process is completed. **This does not apply to students recruited from other jurisdictions by a company or organization.** These students need to follow the guidelines in section 2 below.

2. Companies or organizations or their affiliates that recruit students from other jurisdictions to attend Newfoundland and Labrador high schools must deal directly with the High School Certification office of the Department of Education and Early Childhood Development. The following documentation is required:
  - **Official certified transcripts** of final results in all courses or examinations for which transfer of credit is being requested. Transfers cannot be completed without official certified documentation. Documents emailed or faxed will not be accepted.
  - The pertinent program of studies or course catalogue containing detailed descriptions of the courses and program completed outside of Canada.

All documentation must be in the English language. Any translation must be completed by a certified translator and cannot be done by either the student or an immediate family member.

Documentation must be received by the High School Certification office of the Department of Education and Early Childhood Development at least **one month** prior to the student attending a school in Newfoundland and Labrador.

While requests for the transfer of credit may be reviewed and tentatively evaluated in advance, such transfer credits awarded are conditional upon the student's ultimate achievement of credits directly in the Newfoundland and Labrador high school system. **The Department reserves the right to change, delete or modify credits awarded.**

**Please Note:**

- (a) When courses are transferred into the senior high school certification system from out-of-province, students are awarded course credits, but marks are not transferred.
- (b) Students who transfer from outside the province must attain at least five Level III credits in the provincial senior high school program in order to receive a Newfoundland and Labrador graduation certificate.
- (c) The Department of Education and Early Childhood Development does recognize credentials obtained by students from some national organizations outside the regular school system for the purpose of awarding credit in the senior high school program (see Appendix XI in the High School Certification Handbook [http://www.ed.gov.nl.ca/edu/k12/high\\_school\\_cert.html](http://www.ed.gov.nl.ca/edu/k12/high_school_cert.html)).
- (d) With **prior approval** from the Manager of Evaluation, credits attained in the Adult Basic Education program or from a post-secondary program, which are deemed equivalent to high school credit courses, can be transferred back into the high school certification system and combined with the regular high school program (see **Section 7.6**).

**Interpret Transfer Course Codes**

Transfer credits contain a 9 as the second last digit of the course code. The student's transcript will not contain a mark but represented by \*\*\* and receive the code Y – credit awarded for equivalent studies completed elsewhere.

If the course transferred is deemed equivalent to a Newfoundland and Labrador course, the course code will remain the same as prescribed courses but the 9 will appear as the second last digit.

Examples of course codes

<b>Prescribed Course Code</b>	<b>Transfer Code</b>
English 941201	941291
English 941202	941292



English 942201	941291
English 942202	941292
Mathematics 591201	591291
Mathematics 591202	591292
Mathematics 592200	592290
Mathematics 592201	592291
Mathematics 592202	592292
Science 641206	641296
Biology 642201	642291
Chemistry 642202	642292
Physics 642204	642294

There are many courses, completed by students, that are similar to but not the same as the course offered in Newfoundland and Labrador. These courses will receive numbers different from the prescribed course but will be applied to meet the graduation requirements, if applicable.

#### Examples of Social Studies Codes

<b>Transfer Code</b>	<b>NL equivalent</b>
151199	World Studies
151295	Any Other Subject
151296	Any Other Subject
151299	Any Other Subject
152199	Any Other Subject
152292	Any Other Subject
152295	Any Other Subject
152299	Any Other Subject
152199	Any Other Subject
153199	Any Other Subject
153296	Any Other Subject
153299	Any Other Subject

## 5.5 Credit Rescue and Recovery

All students are eligible to participate in credit rescue and recovery programs that are offered by their schools. Participation in these programs must be agreed upon by the student, parents/guardians and the school.

### **Credit Rescue**

Credit Rescue is an intensive intervention intended to support a student whom the subject teacher has identified as being at risk of failing a course. It involves the subject teacher providing opportunities for the student to demonstrate achievement of course expectations beyond the deadline for submission of assignments, prior to the formal exam period. This can be in the form of extension of deadlines, extra teaching support, and/or supplemental assignments.

It is recommended that a Credit Rescue Learning Plan, which addresses the individual needs of a student, be collaboratively developed by all stakeholders.

While Credit Rescue may involve independent work on the part of the student, it is not an independent study program. Students interested in the independent study option for completing a high school course should consult the regulations in the appropriate section of this manual.

### **Credit Recovery**

Credit Recovery is available to a student who has either already failed a course or who has arranged to continue to work on the requirements to earn credit for that course beyond the end of the formal semester/year.

It is recommended that a Credit Recovery Learning plan be developed by the subject teacher for students undertaking credit recovery. This plan will include attendance and workload expectation, how units to be recovered will be identified, which units of instruction will be recovered, whether a culminating activity/task will be required, and how a final percentage mark will be determined. The percentage mark may be based solely on performance in the credit recovery program or may include results from the initial course and/or measures of prior learning.

Students may work on recovering more than one credit concurrently through the credit recovery process. There is no limit on the number of credits a student may recover.

Students may only recover the credit of the actual course failed; they may not use credit recovery to earn credit for a course of a different type, grade, or level in the same subject or for a course that they have neither taken nor failed.

Students who withdraw from a course (i.e. do not complete the course and therefore do not receive a final mark) are not eligible to recover it through the credit recovery process.

**Under no circumstances is Credit Recovery an option for Public Exam courses.**

Students who are unsuccessful in a public exam course and who wish to obtain credits for that course may do so in one of two ways:

1. Write the appropriate supplementary examination, or
2. Re-register and retake the course.

For information on submission of marks for students who successfully complete Credit Recovery programs, see Section 4.3 (e).

## SECTION 6      REPORTING COURSE RESULTS TO THE DEPARTMENT

Final results from school evaluated courses, plus school marks for those courses examined through public examinations, are to be forwarded to the High School Certification office in June, using the web application either by:

- I.      entering results directly into the Department of Education and Early Childhood Development **web application**  
[https://stjh-p001.gov.nl.ca/HRCS10GP/pkgmain.show\\_login](https://stjh-p001.gov.nl.ca/HRCS10GP/pkgmain.show_login)

OR

- II.     uploading files from PowerSchool™, Winsor™, or Somac™ directly into the Web Application

In June, school results must be received by the department by the last day of school. Schools are required to ensure that all results are included at this time. For schools using PowerSchool™, Windsor™ or SOMAC™ files containing marks will be transferred directly to the web application. Mark submission files should be double-checked to ensure accuracy and school principals should also ensure there are no missing marks in the June submission.

## SECTION 7 CERTIFICATION

### 7.1 Regular High School Transcripts

The official transcript contains high school results (**Appendix IV**) which provides a complete and permanent record of final marks and credits awarded in the senior high school program and a detailed evaluation of the total record with respect to graduation requirements. Senior high school transcripts will provide summary descriptions and appropriate designators to indicate the following graduation categories which reflect the types of courses completed and the marks attained.

### 7.2 Graduation Status

The graduation categories for students graduating high school from 2006 onward will be as follows:

#### Graduation with HONOURS Status:

Student shall have completed minimum graduation requirements for high school as set down by the Department of Education and Early Childhood Development and obtained credits in the following subject areas and courses listed with an overall average of not less than 80%. The Department of Education and Early Childhood Development does not use this average to determine a school's valedictorian or school-based scholarships and awards. To graduate with honours status, a student must also have received credit for Science 1206.

English:	English 3201
Mathematics:	Mathematics 3201 or 3203 or 3200 or 3208
Science:	Biology 3201, or Chemistry 3202, or Physics 3204, or Earth Systems 3209
Social Studies: (Or French)	World Geography 3202, or World History 3201, or Histoire Mondiale 3231, or French 3201, or Accelerated French 3203, or Français 3202
Electives:	Two credits chosen from the subjects above or from additional 3000 or 4000 level courses approved by the Department of Education for certification purposes. ( <b>English 3202, Mathematics 3202, Science 3200, and World Geography 3200</b> cannot be used as elective credits for the purpose of calculating an average for academic or honours status)

**Note:**

- I. For the purpose of calculating the 80% average, each 2-credit course will be entered twice and each 1-credit course (if any) will be entered once. The total marks will then be divided by 10.
- II. See the example below.

**Example:**

A student has the following courses and marks for determining honours status:

Course	Credits	Mark	Calculation
English 3201	2	78	$78 \times 2 = 156$
Mathematics 3201	2	82	$82 \times 2 = 164$
Chemistry 3202	2	75	$75 \times 2 = 150$
World History 3201	2	78	$78 \times 2 = 156$
World Religions 3106	1	88	$88 \times 1 = 88$
Communications Tech. 3104	1	90	$90 \times 1 = 90$
Average			$804 \div 10 = \mathbf{80.4}$

**Graduation with ACADEMIC Status:**

A student would have completed the same subject area/course criteria as for honours status, but with an overall average of not less than 50%, calculated in a similar manner to the example above.

To graduate with academic status, a student must also have received credit for Science 1206.

**Graduation with GENERAL Status:**

A student is awarded general high school graduation status if the student meets the minimum graduation requirements but does not meet the additional requirements for academic or honours graduation.

**7.3 Graduation with French Immersion Designation**

Students enrolled in the French immersion program must meet at least minimum graduation requirements and attain six credits in Français courses plus six other credits in courses studied in French. Successful completion will be indicated on the official transcript and diploma as French immersion designation.

## 7.4 Honours/Academic Status for Transfer Students

When high school students transfer into this province from other jurisdictions, their transcripts are reviewed by the Department of Education and Early Childhood Development and transfer credits are awarded where appropriate. As the department has no indication of the degree of similarity between the evaluations carried out in the different locations, marks are not transferred onto the transcript.

Instances may occur, however, where an academically strong student is adversely affected by this policy and will be unable to graduate with honours/academic status because s/he is unable to attain the necessary requirements in Grade 12 courses.

If, at the end of the year, a school considers that a student who has transferred into the school has performed at a level consistent with other honours/academic students in the school, the principal should contact the High School Certification office in writing and request that the Department consider awarding the student in question honours/academic status. If a decision is made in the student's favour, their transcript can then be modified to reflect this change.

Transfer credits will meet the academic requirement for courses that are deemed to be equivalent to qualifying academic courses.

Note: A change in graduation status for a transfer student will not enable them to qualify for provincial scholarships. Only students that write public exams in the following subjects will qualify for scholarships:

- English 3201;
- Mathematics 3201 or 3200;
- Biology 3201, Chemistry 3202, Physics 3204, Earth Systems 3209; and,
- World Geography 3202, World History 3201, Français 3202, Histoire mondiale 3231

## 7.5 School Achievement Certificate

A student who does not meet minimum graduation requirements, but who does meet the goals and objectives outlined in his/her Individual Education Plan (IEP), as determined by the Program Planning Team, is eligible for a School Achievement Certificate. The manager of the support team and/or the principal should contact the High School Certification office and request a School Achievement Certificate (**Appendix VI**). The achievement certificate is prepared at the Department and sent back to the school. Schools are required to provide a summary of the student's strengths and achievements to accompany the certificate as a record of accomplishment.

## 7.6 High School Credits through Adult Basic Education (ABE)

With **prior approval** from the Manager of Evaluation credits attained in the ABE program which are deemed equivalent to high school credit courses can be transferred back into the high school certification system and combined with the regular high school program. **A maximum of six (6) credits can be transferred back into the high school certification system from the ABE program for graduation purposes.**

As courses that currently have equivalencies in the ABE system are de-listed from the high school curriculum, a transfer of credit from the ABE system to the high school system will no longer be possible for that course.

Any high school curriculum equivalency to ABE shall be at the discretion of the Manager of Evaluation.

Listed on the following page are the only courses that currently have equivalency which can be transferred from ABE to the high school system. When these are transferred, a student receives credit for the course, but no mark.

### ABE Transfer Agreement Equivalents - High School Course

ABE Course	High School Course Equivalent
English 1101 A/B/C	English 1201
English 1102 A/B/C - General	English 1202
English 2101 A/B/C	English 2201
English 2102 A/B/C - General	English 2202
English 3101 A/B/C	English 3201
English 3102 A/B/C - General	English 3202
World Literature 3101A/3101B	World Literature 3107
IG 3221 Human Geography	World Geography 3200
Economics 3101A - 3101B	Consumer Studies 1202
History 3101/3102	Canadian Studies 1297
IG 3119 Canadian Law (one credit)	Canadian Law 2104
Biology 2101 A/B/C	Biology 2201
Biology 3101 A/B/C	Biology 3201
Chemistry 2102 A/B/C	Chemistry 2202



<b>ABE Course</b>	<b>High School Course Equivalent</b>
Chemistry 3102 A/B/C	Chemistry 3202
Physics 2104 A/B/C	Physics 2204
Physics 3104 A/B/C	Physics 3204
Any three of: Biology 1101 Chemistry 1102 Physics 1104 Earth Systems 1109	Science 1206
Science 2100 A/B/C	Science 2200 (Basic Life Science)
Any three of: Sc. 3101 Matter and Chemical Change Sc. 3102 Simple Machines and Energy Sc. 3103 Electricity Sc. 3104 Intro. to Oceanography Sc. 3105 From Life to Lifestyle Sc. 3106 Diseases and Human Health	No Direct Equivalency (Basic Physical Science) Science 3299
Science 3107 Environmental Science I Science 3108 Environmental Science II	Environmental Science 3205
Healthy Living 3101/3102/3103	Healthy Living 1200
Math 1104 A/B/C	Math 1204
Math 2104 A/B/C	Math 2204
Math 3104 A/B/C	Math 3204
Math 2105 A/B/C	Math 2299 - General No Direct Equivalency
Math 3107 A/B/C	Math 3299 - General No Direct Equivalency
Math 3109 A/B/C	Math 3299 - General No Direct Equivalency
Math 1101 A/B/C	Math 1201
Math 2101 A/B/C	Math 2201
Math 3101 A/B/C	Math 3201
Math 1102 A/B/C	Math 1202
Math 2102 A/B/C	Math 2202
Math 3102 A/B/C	Math 3202

Although these are the only courses that still meet eligible transfer status, there are special cases where students may need credits other than those specified which can be accommodated. Any requests for equivalency will be dealt with on an individual basis by the Manager of Evaluation.

Important notes for ABE equivalency:

- A concerted effort will be made to accommodate, where possible, students who are eligible to transfer credits back into the high school system. This includes students who require fewer than six credits, are 19 years of age, or are 18 and out of school for at least one full year.
- Institutions offering the ABE program must seek permission from the Manager of Evaluation, on an individual basis, for eligibility for credit transfer. Several points to consider are:
  - (i) Credit will NOT be awarded for a course for which the student already has the equivalent high school course completed.  
Example: A student who has credit for Consumer Studies 1202 on his/her transcript cannot transfer back credit received for IE 3211 Consumer Studies
  - (ii) Credit will NOT be awarded for a course that violates any mandatory sequencing which exists for high school courses. Any potential problems with the above noted restrictions can easily be avoided by adhering to the prior approval policy.

It should be noted:

- (i) Although credit may be awarded, no marks will be entered on the high school certification system for equivalent courses.
- (iii) The maximum number of credits that can be transferred back to the high school certification system from the ABE program is six.
- (iv) In order to obtain such credit, the marks must first be entered into the ABE database system.
- (v) In order to be eligible to register for an ABE course for the purpose of transferring back to the high school system, a student must be 19 years of age or 18 and out of school for one year.
- (vi) Level IV students are not eligible to register for ABE courses.
- (vii) Bridging programs of College of the North Atlantic and Memorial University will not be recognized for credit as part of the ABE program or be eligible for transfer back to the high school system.

- (vi) To be considered for a transfer of credits back into the high school certification system, a student must have obtained a minimum of five Level III credits in the Newfoundland and Labrador high school system.
- (viii) Courses completed through ABE for transfer back will only be applied to a student's high school transcript if it graduates the student.

## 7.7 Transcript Format

High school transcripts will be issued in the following formats:

- In English, for students in the English first language program.
- In French, for students in the French first language program.
- In English, but with a French immersion designation. The French immersion designation is explained in **Section 7.3**.

## 7.8 Graduation Status

**Partial completion** of the high school program may be certified at any time by way of the official transcript containing final results for all courses to date, and an evaluation of these results with respect to the graduation requirements.

**Graduation status** is summarized on the transcript using one of the following designations, listed in ascending order.

- **FIRST YEAR INCOMPLETE**  
Has achieved fewer than 12 credits
- **FIRST YEAR COMPLETE**  
Has achieved 12-21 credits
- **SECOND YEAR COMPLETE**  
Has achieved 22 or more credits but not graduated
- **GRADUATED**  
Has satisfied graduation requirements at one of the following levels:  
  
Honours  
Academic  
General

## 7.9 Graduation Diploma

The Department of Education and Early Childhood Development will provide students with a graduation diploma, (**Appendix V**). The initial printing of a student's graduation diploma is sent to the school. Subsequent to this, a student may request a diploma from the Department.

## SECTION 8      REPORTING OF RESULTS TO STUDENTS AND SCHOOLS

Individual transcripts of results are issued and mailed directly to all current high school students as soon as possible after each term evaluation. A copy of the student's transcripts is also sent to their current school.

Any candidate who does not receive a transcript at the time of initial release of results, or whose transcript contains any unexplained omission of any course result, should contact the High School Certification office to ensure that missing marks are forwarded as soon as possible.

It is the responsibility of schools, immediately upon receipt of the final results, to check the results report against their own records. In the event that any error is discovered or suspected, schools should contact High School Certification and resubmit the correct information for any results affected. In the event that a student is awarded a credit in a course he/she did not take, the school should, in writing (mail/fax/email), request the deletion of the course.

Official certification of results will be provided only by the Department of Education and Early Childhood Development upon request in person, by mail, or by fax. The necessary forms are located at <http://www.ed.gov.nl.ca/edu/k12/highschool/transcripts.html>. Information regarding the results of any individual, school, or school district will not be given or discussed by telephone and may be discussed only by the parties directly concerned in person or by mail.

## SECTION 9 GRADUATION REQUIREMENTS

### 9.1 Graduation Requirements

Requirement Groups	Number of credits required
Language Arts (8 credits)	
Core Language Arts	6 credits
Optional Language Arts	2 credits
Mathematics	4 credits
Science	4 credits
Social Studies (4 credits)	
World Studies	2 credits
Canada Studies	2 credits
Career Education (Requires a 30 hour community contribution component)	2 credits
Fine Arts	2 credits
Physical Education	2 credits
Other Required Credits (4 credits)	
Enterprise Education, French, Religious Education, Technology Education, Family Studies *	4 credits
Any Subject Area	6 credits
<b>Total Credits</b>	<b>36</b>
District (local) credits ** Level 3 & 4 credits Level 2,3 & 4 credits	Minimum (9) Minimum (20)

\*(Students must complete courses from any two categories. However, students may use four French credits to fulfill this requirement.)

\*\* The maximum number of district (local)/alternate course credits allowable is four.

**NOTE:**

- A minimum of five Level III credits must be attained in the Newfoundland and Labrador senior high school program. A student cannot use more than four local course credits (excluding Advanced Placement courses) to contribute to the 36 credits to graduate.
- All alternate courses (i.e., courses with a third digit of 7) will count as local courses for graduation purposes and fulfill the **ANY SUBJECT AREA** category.
- In some cases a particular course may be listed as satisfying more than one of the graduation requirements. If credit is received for this particular course, it can be used to satisfy either of the two graduation requirements, but not both. Example: Drama 2206 may satisfy either the optional language arts or fine arts requirement. A student who has credit for Drama 2206 may use these two credits to satisfy EITHER the optional language arts OR fine arts requirements but NOT both.

Other courses which may be used to satisfy more than one requirement include:

<b>French courses</b> Optional Language Arts and Other Required Credits (French)	<b>Newfoundland and Labrador Studies 2205</b> Canadian Studies and Fine Arts
<b>Healthy Living 1200</b> Physical Education and Other Required Credits (Family Studies)	<b>Clothing 1101</b> Fine Arts and Other Required Credits (Family Studies)
<b>Textiles 3101</b> Fine Arts and Other Required Credits (Family Studies)	<b>Canadian Economy 2203</b> Canadian Studies and Other Required Credits (Enterprise Education)
<b>Économie canadienne 2233</b> Canadian Studies and Other Required Credits (Enterprise Education)	

The credits for these courses can be used to satisfy either of the two graduation requirements, but not both. Notwithstanding, a student can still use one of these courses to fulfill the “two different disciplines” requirement even if the credits for the course are used to meet a graduation requirement other than ORC (See examples on the following page).

## Example of successfully meeting all ORC Requirements

### Example 1:

Course	Grad Requirement Satisfied	Discipline within ORC Satisfied	ORC earned (out of 4)
Healthy Living1200	Phys Ed.	Family Studies	0
Integrated Systems 1205	ORC	Tech Ed.	2
Computer Technology 3200	ORC	Tech Ed.	2
Totals:		<b>2 Disciplines ✓</b>	4 credits ✓

### Example 2:

Course	Grad Requirement Satisfied	Discipline within ORC Satisfied	ORC earned (out of 4)
Canadian Economy 2203	Canadian Studies	Enterprise Ed.	0
Nutrition 2102 and Nutrition 3102	ORC	Family Studies	2
Human Dynamics 2201	ORC	Family Studies	2
Totals:		<b>2 Disciplines ✓</b>	4 credits ✓

### Example 3:

Course	Grad Requirement Satisfied	Discipline within ORC Satisfied	ORC earned (out of 4)
Clothing 1101 and Textiles 3101	Fine Arts	Family Studies	0
Consumer Studies 1202	ORC	Enterprise Ed.	2
Enterprise Education 3205	ORC	Enterprise Ed.	2
Totals:		<b>2 Disciplines ✓</b>	4 credits ✓

## 9.2 Graduation Requirements (Français langue première)

Matières	Nombre de crédits requis
Langues (8 crédits)	
français	6 crédits
Anglais	2 crédits
Mathématiques	4 crédits
Sciences	4 crédits
Sciences humaines (4 crédits)	
études mondiale	2 crédits
études canadiennes	2 crédits
Carrière et vie (Ce cours inclut 30 heures de services à la communauté.)	2 crédits
Beaux arts (Arts plastiques, musique)	2 crédits
Éducation physique	2 crédits
Autres crédits exigés (4 crédits)	
(Entrepreneuriat, Enseignement religieux, Éducation en technologie, Études familiales) *	4 crédits
Toute autres discipline	6 crédits
<b>Total crédits</b>	<b>36</b>
Cours locaux **	
Level 3 & 4 credits	minimum (9)
Level 2, 3, & 4 credits	minimum (20)

\* L'élève doit compléter quatre crédits parmi deux ou plus de ces disciplines.

\*\* un élève ne peut pas utiliser plus de quatre crédits de cours locaux (inclus les cours modifiés) pour contribuer aux 36 crédits.



### 9.3 Request for Waiver of Graduation Requirements

Occasions may arise when it is completely impossible for a student to attain all of the necessary credits for graduation. Requests for waivers will only be considered if a student has transferred from another jurisdiction or if graduation requirements have changed midway through a student's high school career.

A school principal can make a request for a waiver by contacting the Manager of Evaluation.

The following are not considered sufficient reason for the waiving of graduation requirements:

- scheduling problems in a school
- student request to avoid fulfilling a graduation requirement
- student request to exceed the number of credits in one graduation requirement area by circumventing another

## SECTION 10 SCHOLARSHIPS

### 10.1 Scholarship Determination

Provincial government scholarships are merit based in that student performance is compared in relation to the performance of others. They are based on standardized public examination scores for:

- English 3201;
- Mathematics 3200 or 3201;
- Biology 3201, Chemistry 3202, Physics 3204, Earth Systems 3209; and,
- World Geography 3202, World History 3201, Français 3202

Standardized scoring (as opposed to numerical/percentage scoring) is a simple and straightforward way to compare students' performance provincially as it takes into account the difficulty between courses and between examination administrations from year to year.

There is NO registration process for scholarships. The scholarship score will be calculated for all students graduating with an academic or honours status who have exam marks for at least one course in the four categories above.

Students who write Mathematics 3200, and achieve a mark of 50 or greater, will automatically have a Mathematic Scholarship Score 3203 placed on their transcripts. This ensures that the overall provincial scholarship score calculated from Mathematics 3200 and Mathematics 3201 is consistent for both courses. The student's Mathematics Scholarship Score 3203 is based on a scale derived from the 3200 students' examination result. It has no credit value and it will be used in the calculation of the overall provincial scholarship score for graduating students. The higher of the two grades reflected on a student's transcript for Mathematics Scholarship Score 3203 or Mathematics 3200 will also be used by Memorial University to satisfy the grade 12 Mathematics subject area requirement and calculate the student's entrance average.

## 10.2 Scholarships Awarded

Each year, the Minister of Education & Early Childhood Development awards the following scholarships to senior high school graduates who intend to study in any post-secondary institution.

### 1. Junior Jubilee Scholarship

One scholarship of \$2500.00 is awarded to the student who has the highest department scholarship score.

### 2. Constable W.C. Moss Scholarship

One scholarship of \$1000.00 is awarded to the son or daughter of an active, retired, or deceased member of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police (other than the Junior Jubilee winner) who has the highest department scholarship score. Applications for this scholarship should be made using the **Application for Constable W.C. Moss Scholarship (Appendix VII)**. Applications will be accepted up until March 31<sup>st</sup> of the awarded year.

### 3. Electoral District Scholarships

Three scholarships of \$1000.00 each are awarded to the three students (other than the Junior Jubilee and the W.C. Moss winners) in each of the 40 electoral districts who have the highest department scholarship score for the respective electoral districts in which they resided during their graduating year.

**Note:** The assigned number of the electoral district in which each applicant resides during his/her graduation year must be supplied with the student registration information.

It is critically important for principals to ensure that the correct electoral district and number are determined and provided to prevent errors in the awarding of electoral scholarships. (See **Appendix VIII** for list of electoral district numbers). Schools should call the High School Certification office to verify an electoral district. The directory of streets, towns and settlements is available at: [www.elections.gov.nl.ca/elections](http://www.elections.gov.nl.ca/elections)

### 4. Centenary of Responsible Government Scholarships

Seventy-nine scholarships of \$1000.00 each are awarded to the 79 students (other than the winners of the Junior Jubilee, the W.C. Moss, and the Electoral District Scholarships) who have the highest department scholarship score.

### 10.3 Eligibility

All government scholarships are awarded on the basis of the department scholarship score. To be eligible for any of these scholarships, students:

- (i) shall be graduating from the Newfoundland and Labrador high school system in the current school year. (i.e.; a student is not eligible for a scholarship if he/she has graduated in a previous year and has returned to high school for further studies);
- (ii) must have graduated in the Newfoundland and Labrador senior high school program with an academic or honours status;
- (iii) must have not been awarded any other government scholarship for post-secondary study, (i.e., no student may be awarded more than one provincial government scholarship); and,
- (iv) Shall pursue a program of studies at any approved post-secondary education or career training institution.

### 10.4 Lester B. Pearson Scholarship

**Lester B. Pearson College of the Pacific**, located on Vancouver Island, British Columbia, is one of the ten United World Colleges located around the world. Together with the other nine colleges, the College of the Pacific promotes the cause of international understanding by creating an environment in which students from many countries and cultures are brought together to study and serve the community.

Lester B. Pearson established a scholarship policy which stated that the College of the Pacific would be open to all students with ability, regardless of financial means. Each year, one student from the Province of Newfoundland and Labrador is awarded a scholarship that covers tuition, room and board for two years. In any academic year there are, therefore, two students from this province in attendance at the college.

Selection of scholarship recipients is made in each province on the basis of both academic and non-academic qualifications. Eligible students should have completed the equivalent of 11 years of Canadian schooling and preferably be between 16 and 17 years of age. Since they will be enrolled in the demanding International Baccalaureate program, it is only suitable for students with an above average academic record. Applicants need not, however, be equally proficient in all of their subject areas, but are expected to persevere even in their weakest areas. To be considered, a student should have achieved an 'A' standing in over half of the studies he/she has completed over the past few years. The successful applicant will have a genuine enthusiasm for the aims of the college and for the idea of understanding between people of different cultures. Students must approach new and familiar experiences with enthusiasm, balance and good humour and be socially mature and morally responsible.

Application forms are sent to each high school early in the new year from the Department of Education. The forms must be completed and sent, with the required documentation, directly to Lester B. Pearson College by mid-February. The completed forms will be reviewed for completeness and sent back to high school certification at the Department of Education. A short list of candidates is prepared and individuals are requested to attend an informal interview with the selection committee in April. This committee is made up of representatives from the Department of Education, Memorial University, the NLTA, school boards, and former students from Lester B. Pearson College. The successful candidate, and a runner-up, will be notified in early May. In the event that the winning candidate is unable to avail of the scholarship, it will be offered to the runner-up.

## SECTION 11 PUBLIC EXAMINATION REGULATIONS

### 11.1 Eligibility

Public examinations are required for some provincially authorized Grade 12 course evaluations. Results on these examinations are calculated on a 60/40 basis with the school evaluations in determining final grades.

Any student who has received instruction in relevant courses, and any private candidate, may write the public examinations in June, August or November subject to the following conditions:

- (a) No student may write a public examination in any course in which he/she has not received instruction in school unless he/she is a private candidate who has been out of school for at least a year.
- (b) All candidates are required to adhere strictly to the regulations regarding conduct of candidates.

### 11.2 Public Examinations Registration

Registration for the public examinations is as follows:

- (a) For June public examinations, registration will be conducted as part of the normal student and course registration.
- (b) For August and November public examinations, students will register directly with the High School Certification office by mailing or faxing the registration form. This form can be found online at:  
<http://www.gov.nl.ca/edu/k12/evaluation/exams.html>
- (c) Private candidate registration is made by the individual through the High School Certification office by mailing or faxing the registration form. This form can be found online at:  
<http://www.gov.nl.ca/edu/k12/evaluation/exams.html>

### 11.3 Public Examination Re-Reads

There is a **fee** of \$10.00 per examination. For a reread, a qualified marker reviews the marking of an examination to determine whether the marking standard originally intended had been accurately applied in the marking, together with an automatic recheck of the mark calculations.

**Note: All public examinations with a mark between 45 and 47 will be reread automatically for all exam administrations.**

The reread deadline for the June and August administrations is set annually between the 7<sup>th</sup> and the 14<sup>th</sup> of September. Rereads are not carried out later than this for two reasons:

1. First, in order for scholarships to be awarded, an accurate data file must be generated and this can only be done after rereads are completed and student marks will no longer change.
2. Second, rereads are completed by practicing teachers who are back in the classroom beginning in September. As all rereads must be completed onsite at the Department of Education, the completion of rereads is problematic once the school year has begun.

## 11.4 Special Consideration Policies

Any principal may, on a student's behalf, request and be granted special consideration with respect to public examinations in any of the following special circumstances:

### (a) **Accommodations**

Suitable accommodations to the public exam evaluation will be provided for students who, because of a permanent or temporary incapacity, are unable to perform in the examination in the usual manner. Such accommodations refer to the use of any reasonable means or special arrangements which are appropriate for students with exceptionalities to ensure all students have a fair opportunity to demonstrate their achievement under suitable conditions.

The Government of Newfoundland and Labrador recognizes its responsibility to provide reasonable accommodation to students with identified exceptionalities. The purpose of the "Public Exams Accommodation (PEAA) Policy" is to establish guidelines to provide reasonable accommodation during public examinations for students with identified exceptionalities. (The PEAA policy document can be found online at: <http://www.gov.nl.ca/edu/k12/evaluation/exams.html>)

The PEAA Policy lists and clarifies the most common adaptations and accommodations used by students with identified exceptionalities during public examinations. In special circumstances other forms of assistance may be required depending on the particular needs of the student. Determination of the use of other types of assistance or procedures will be made on an individual basis by the manager for evaluation and certification at the Department of Education and Early Childhood Development in consultation with the district's education officer for student support services.

1. Students with identified exceptionalities will be provided with accommodations.

These accommodations **must be both**;

- (i) Consistent with the student's Individual Education Plan (IEP) and Record of Accommodations
  - (ii) Consistent with the accommodations outlined in this policy
2. Such accommodations refer to the use of any reasonable means or special arrangements in addition to those used generally for other students. These accommodations are appropriate to ensure all students have a fair opportunity to demonstrate their achievement under suitable conditions. Special accommodations include but are not limited to:

- extra time
- dictation of responses
- reading of the exam with clarification of instructions
- transcribing
- large print or Braille
- sign language
- alternate setting within the school
- use of word processing software with spell check and grammar check
- use of voice and text recognition software
- use of other forms of assistive technology

3. Specific conditions for requesting adapted evaluation in the public examinations are as follows:

- As necessary, accommodations during the evaluation may be provided to offset specific need(s) that have been acknowledged by team members. Accommodations requested must be consistent with the recommendations of the student's Comprehensive Assessment Report and have been previously utilized effectively by the student.
- Accommodations to evaluation may include only such alternative means as are necessary for a fair and effective evaluation. The grading standards used will be the same as for all other students.
- No course may be evaluated by means which exclude the use of skills that are considered integral or essential to the course. For example, in a Language Arts course, specific skills include reading and viewing, writing and speaking (as well as listening in the instances of French Language Arts).



(b) **Deferrals**

Any candidate who does not write the June administration of a public examination may write the August administration as a deferred exam. A request for deferral is to be made in writing by the school principal, on the student's behalf, to the Manager of Evaluation. The request should contain the circumstances surrounding the student's absence from the June exam.

(c) **Projected Marks**

Any candidate who legitimately misses the June, August and November administrations will be awarded a final mark in a course using the school submitted mark and a projected public examination mark subject to the following conditions:

- (i) The reason for missing the examinations must be one of a temporary incapacity to write the examinations due to such causes as illness, injury, hospitalization, incarceration, approved educational travel, or death in the immediate family during the examination period.
- (ii) A request for awarding of marks is to be made in writing by the candidate, or the principal on a student's behalf, to the Manager of Evaluation and Certification. It should contain written verification of the circumstances by an independent authority, such as the attending doctor in the case of medical causes, or a school official, making reference to the nature and cause of the incapacity, and stating the particular dates on which the candidate was incapacitated.
- (iii) A final mark will be awarded, based on the candidate's school marks as well as a projected exam mark. The final mark to be awarded is the average of the student's school mark (adjusted, if applicable) and a predicted exam mark. A projected exam mark is calculated based on the average difference between school and public exam marks for the school. For example if the school average for a particular course going into the exam was 80% and the school average on the exam was 75% (i.e., a drop of 5 marks) a projected exam mark for a student would be 5 marks less than his/her school mark. His/her final mark would be the combination of the school mark and the projected exam mark.

## 11.5 Regulations for Candidates

All candidates for the public examinations are to be familiar with, and follow, all regulations regarding preparation for and conduct during examinations.

### Materials

1. Where they are required, candidates are to bring such personal materials as pens, pencils, eraser and rulers.
2. Candidates may not bring textbooks, notes, paper or any other materials into the examination room unless instructed to do so.
3. The use of a scientific calculator, or an approved graphing calculator, will be permitted **ONLY** during Science, Mathematics, and World Geography examinations<sup>1</sup>. Under no circumstances may a phone, Google watch, or any other electronic device with internet capability be available to the student or used during the examination.
4. Candidates may not pass materials to other candidates during an examination, except as directed by the supervisor.
5. Candidates may not communicate with other candidates during an examination.

### The Exam Room

6. Should candidates require assistance of any kind, or need to move around or leave the room, they are to request the appropriate assistance or permission from the supervisor.
7. Any candidate who arrives prior to 10:00 a.m. for morning sessions and 2:00 pm for the afternoon sessions shall be permitted to enter the examination room and begin the examinations late. To ensure confidentiality and fairness, no student is permitted to leave the exam room until 10:00 a.m. for morning sessions and 2:00 pm for afternoon sessions.
8. Students, other than those who have approved accommodations, can be granted extra time at the rate of 10 minutes per examination hour (i.e., for a three hour examination the maximum allowable time is three and a half hours).

### Examination Booklets

9. Candidates should read and follow all instructions contained on the examination papers.

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<sup>1</sup> See the “Calculator Use” section for further information.

10. Examinations should be written single-spaced, as neatly as possible, on the lines provided in the examination booklet using blue or black ink. A pencil is recommended for mathematical computations and drawing figures and diagrams, and is required for shading responses on machine scorable answer sheets.
11. Candidates are permitted to use paper for rough drafts of answers as approved by the supervisors.
12. Candidates are not permitted to place their names, any distinguishing marks, or inappropriate written matter on any examination paper. However, names are required on machine scorable answer sheets.
13. In the event that an error in the wording of an examination paper is detected or suspected, candidates are advised to leave the item(s) in question until last, and use their own judgment in interpreting and answering the item(s) as best they can.
14. Supervisors should not make any observations or interpretations regarding examination papers, except to read and explain instructions as they are written. Should errors actually exist; any adjustments required will be made by the Department of Education & Early Childhood Development at the time of marking.

### **Academic Dishonesty**

14. Any candidate who, through accident or otherwise, obtains improper access to examination papers prior to writing, or who impersonates another candidate or allows someone to impersonate him/her, or who engages in any other form of copying, cheating or academic dishonesty in any examination including using any device with internet capability (cell phone, Google watch etc.), will be disqualified from the examination in question. It should be noted that it is a criminal offence under the Criminal Code of Canada for any person to have another person write an examination in his/her name.

The candidate in question will receive an examination score of 0 which will be used to determine the students' final grade for that subject.

The student will be permitted to write a supplementary exam in August or November (if applicable).

If a school suspects a student(s) is engaged in academic dishonesty, the following steps are recommended:

1. The external supervisor informs the chief supervisor (principal) or designate immediately.
2. The chief supervisor or designate asks the student to quietly leave the exam room.
3. The chief supervisor or designate, accompanied by another adult, escorts the student to a quiet area to further investigate.

4. If it is deemed that academic dishonesty has occurred, the evidence is documented and sealed and the exam taken from the student.
5. The chief supervisor or designate contacts the Manager of Evaluation.
6. The chief supervisor or designate notifies the parent(s)/guardian(s), informing them of the event and the consequences.
7. The chief supervisor or designate completes a detailed incident report to submit to the Department of Education & Early Childhood Development.
8. The evidence, the exam and the incident report are submitted to the Department of Education and Early Childhood Development as soon as possible.

**Calculator Use**

15. The use of a scientific calculator, or an approved graphing calculator, will be permitted only during science and mathematics public examinations. The calculator must run silently and be battery powered.
16. Schools must ensure that students taking public examinations in science and mathematics have access to an approved calculator for public examinations.
17. All scientific calculators are permitted for public examinations. Only approved graphing calculators (see list below) will be permitted for public examinations.

Approved Graphing Calculators
TI-82 TI-83 Plus TI- 84 Plus C Silver TI-Nspire cx TI-Nspire cx 2 Sharp EL-9600C
Not Approved Graphing Calculators
TI-Nspire cx CAS TI-Nspire cx 2 CAS TI-89 Titanium CAS

18. Students must ensure that all calculators used during public examinations are cleared of their memory prior to entering the room. It is the responsibility of the student to show that their calculators have been cleared of all memory.

Examination supervisors must require a student to demonstrate a calculator has its memory completely cleared before the examination is delivered and at any time during the examination. The clearing instructions for the approved graphing calculators are found online in the regulations for candidates (<http://www.gov.nl.ca/edu/k12/evaluation/reg.pdf>). Any graphing calculator **NOT** in the list provided is not permitted in the exam room.

19. No device shall be used during an examination to retrieve course related text, formulae, images or any other material of a similar nature unless explicitly authorized by the examination instructions.
20. No device capable of communicating with another device or student shall be used during an examination.
21. The following are **NOT** permitted during a public examination:
  - (i) devices with computer style keyboards;
  - (ii) handheld minicomputers or laptop computers;
  - (iii) text editing devices such as electronic writing pads or pen-input devices (e.g., any cell phone, smart phone or P.D.A. (personal digital assistant) devices such as Axim™, IPAC™, pocket organizers, Palm™, or BlackBerrys™, etc. ); or,
  - (iv) communication devices such as cell phones, smart phones, Google watches or other similar devices with internet capability.

### **A Reminder to Students and Teachers**

Clearing the memory on all calculators is required prior to examinations. The chief supervisor is responsible for knowing how to do this and to ensure that it has been done.

Clearing all memory on your calculator may result in a loss of data, programs, applications (software) etc., from your machine. It is your responsibility to backup such information should you wish to retrieve it after examinations are over.

Clearing all memory on your calculator also has the effect of returning it to its factory specification including, for example, display contrast. Please ensure you know how to restore/adjust the display contrast on your calculator prior to clearing the memory. Factory settings for contrast assume strong batteries. If your calculator display becomes faint or invisible upon clearing the memory or performing a reset, adjust the contrast until the display is visible and clear.

## SECTION 12 PUBLIC EXAMINATION ADMINISTRATION

### 12.1 The Public Examination Schedule

The public examination schedule is set on the basis of the advance public examinations registrations and is normally available in early February. Examinations are grouped into a minimum number of sessions such that the smallest possible number of candidates is required to write two or more examinations on the same day.

June examinations are conducted during the school day, ending as close as possible to the last day of the school year. Schools will integrate the final examinations for all other courses they are offering into the provincial schedule so that the overall examination period begins and ends as close as possible to the last day of the semester. August examinations are conducted during work hours at schools within each district or region. These sites are determined in consultation with districts. November examinations are held in the evening at sites determined in consultation with districts.

Prior to the June examination period, each candidate for public examinations will be provided a registration card which includes a copy of his/her own examination schedules.

### 12.2 Public Examinations Centres

For June examinations, each high school offering public examination courses shall serve as an examination centre for its own students and for any private candidates.

Candidates for more than one examination or more than one course level or grade may be grouped together in the same room, provided that those writing the same public examination are seated at least 1.5 metres apart to each side with sufficient space to the front and back of each seat for supervisors to pass.

Any space used as an examination room is to be cleared of all materials bearing visible information relevant to any course being examined.

**Principals are the chief supervisors for June public examinations.** They are responsible for arranging the examination room(s) in accordance with these regulations prior to the examination period.

For August and November examinations, district personnel or their designates are responsible for ensuring that access to the building, a telephone, photocopying equipment, and secure storage facilities are available for the use of the external supervisor during the examination period. External supervisors for August and November will be notified as early as possible concerning the number of candidates registered for each session at their centres and if any student has a documented exceptionality.

## 12.3 Supervision of Public Examinations

June public examinations are conducted under the supervision of each school principal and his/her teaching staff. The school principal is the chief supervisor for the exam centre with responsibility for the overall administration of the centre in accordance with the chief supervisors' instructions provided. The principal should ensure the following functions are followed in preparation for the examinations:

- (a) The principal (chief supervisor) must recruit and recommend to the Manager of Evaluation one responsible adult from the community who is not an employee of the school district to act as an external supervisor. The responsible adult cannot be a member of the immediate family of any candidate in order to act as external supervisor for the center.

The June external supervisor shall be responsible to the Manager of Evaluation for the following:

- i. Being in attendance at the examination center for all sessions of the exams, visiting the examination room(s) during each session and ensure that all regulations and procedures for the examinations are being observed.
- ii. Signing to verifying the condition of all envelopes containing examination papers as they are opened by the supervisors at the beginning of each examination session. Each examination envelope should be examined to determine whether it has been tampered with. If any irregularities are discovered they should be noted on the envelope(s) concerned and reported in the External Supervisor's Report at the end of the examinations.
- iii. Reconcile the attendance sheet against the return envelopes containing completed examinations to ensure ALL completed exams are returned. Then complete and sign all return envelopes as they are sealed following each examination session.
- iv. In the event of an emergency necessitating the advance opening of examination envelopes, assuming custody and responsibility for secure storage of all opened papers until they are presented to the school supervisors immediately prior to the examination sessions.
- v. At the end of the examination period, making a written report on his/her observations during the examinations directly to the Manager of Evaluation using the confidential Irregularities/Problems report.
- vi. Assisting the principal as directed in carrying out administrative duties involved in the conduct of the examinations, provided that such duties do not conflict or interfere with the functions listed above.

- (b) The principal will receive, check, and provide secure storage of examinations and materials forwarded to the center. This will entail checking all items received against the enclosed Inventory Control list and reporting any shortages or omissions immediately to the High School Certification office.
- (c) Prepare a supervision schedule for the staff. **Teachers must NOT be assigned to supervise sessions or enter the exam room for courses they have taught during the current school year or examinations taken by members of their immediate families.** Principals are responsible for ensuring that there are sufficient supervisors available to provide adequate supervision for each session.

## Chief Supervisors' Instructions

Each school principal (or the principal's designate) acting as the chief supervisor for the June examinations shall be responsible, with the assistance of their associates, for completing the following duties:

1. Administer the supervision schedule that was prepared in advance by the principal. Chief supervisors are to record on the External Supervisors' Attendance and Information form provided the employment of all external supervisors.
2. Ensure that the prescribed examination schedule is followed. Permission for any change has to be approved by the Manager of Evaluation.
3. Ensure that candidate seating regulations are adhered to, and that candidates comply with all regulations regarding their conduct during the examinations. Details of any irregularities are to be recorded in the Irregularities/Problems report.
4. Complete the provided attendance register for each examination noting any irregularities.
5. Ensure that all papers and materials required for each session are brought to the examination room, as per the examination schedule, and that the envelopes containing the examination papers are opened, as follows:
  - i. In the presence of the candidates and the external supervisor, allowing the external supervisor to examine and make any notes considered necessary on each envelope as it is opened. Both the principal (or the principal's designate) and the external supervisor are to sign each envelope verifying its condition upon opening.
  - ii. Any sign of irregularity in this regard is to be described on the envelope provided and noted in the Irregularities/Problems report at the end of the examinations.



6. In the event that an insufficient number of examination papers have been provided, the Manager of Evaluation is to be consulted immediately for further instructions (729-6261).
7. At the beginning of any candidate's first session, read the Regulations for Candidates and place the provided copy of these regulations in the examination room.
8. Administer each examination according to the following procedure:
  - i. In sufficient time before the examination is scheduled to begin, assemble candidates in their designated places and establish order.
  - ii. Open the examination envelopes as indicated in 5 above.
  - iii. Distribute the examination papers face up, instructing candidates to keep them closed until the beginning of the examination.
  - iv. Refer candidates to the general instructions for the examination printed on the title page as they are read and explained. Remind candidates to check that they have the correct paper for the exam they wish to write, and to complete all information blanks on the title page of the examination paper. Candidates must put their examination numbers in the spaces provided on top of the title page.
  - v. Remind candidates that in the event an apparent error or omission is observed or suspected on any examination paper, they are advised to leave the item(s) in question to the last, and then use their own judgement in interpreting and answering the item(s) as best they can. Should errors actually exist; any adjustments considered necessary will be made by the Department of Education and Early Childhood Development at the time of marking.
  - vi. Ensure that candidates are aware of the suggested time for the examinations indicated on the exam paper.
  - vii. Collect examination papers and machine scorable answer sheets before candidates are permitted to leave the room upon completion of the examination.
  - viii. When all candidates have finished and all examination papers and answer sheets have been collected and checked, proceed with packaging.
  - ix. Subject teachers are not permitted to access or view public exams in courses they currently teach (e.g.; Physics 3204 teachers cannot view the Physics 3204 public exam).

9. Upon completion of each examination, seal and temporarily store all papers and the Attendance Register for the course, as follows:
  - i. At the conclusion of each exam session, please determine the number of students who did not complete their public exam after 3 1/2 hours of writing and fill in the chart provided.
  - ii. Arrange all examinations and all machine scorable sheets separately and in numerical order with the lowest number on top.
  - iii. Write on the outside each envelope, in numerical order, the exam numbers to be contained in each return envelope. The completed examinations and corresponding machine scorable sheets must be placed in the same envelope. Do not place two different exams in the same return envelope. **Do not place machine scorable sheets inside the examination booklets.**
  - iv. **Prior to sealing each envelope, double check and reconcile the attendance sheet against the return envelopes containing completed examinations.** The attendance sheet, confirming which students wrote the exam, MUST match the student numbers on the return envelope(s). This is your check to ensure that ALL completed exams are returned.
  - v. Sign each envelope as it is sealed, permitting the External Supervisor to sign each envelope.
  - vi. Securely store the sealed envelopes to await forwarding to the Department of Education and Early Childhood Development following completion of the last examination.
10. Package and forward all examinations and other returnable documents and materials, using **registered mail** as follows:
  - i. For schools where there are a large number of exams, these should be sent in the mail at the end of every day (or at the beginning of the following day).
  - ii. For schools where the number of exams is small, exams should be sent in two shipments. The first mailing should take place following Thursday's exams, and the final mailing should take place following the last exam.
  - iii. Package all sealed return envelopes containing the examinations, together with the Attendance Registers, and return PREPAID to the High School Certification office immediately. Chief supervisors may deliver the papers and materials directly to the High School Certification office on the work day immediately following the last examination.
  - iv. The Irregularities/Problems report is to be mailed directly to the High School Certification office.

- v. All reusable materials such as return envelopes, examination envelopes, and emergency supply envelopes, bearing certified information regarding the opening of exams are to be packaged and mailed to the High School Certification office.
  - vi. **Unused examinations must also be packaged and mailed in original envelopes in which they were shipped by the Department of Education and Early Childhood Development. No unused examinations may be retained, copied or duplicated in any way.**
  - vii. Reimbursement of expenses incurred for the forwarding of papers and materials to the Department of Education and Early Childhood Development will be made only in the case of expenditures for postage or other public transport means as verified by receipts. Personal travel between schools and the Post Office or the Confederation Building will not be reimbursed.
11. Ensure all expenditures that may be necessary in the operation of the center, such as making telephone calls to the Department, purchasing wrapping materials if necessary, postage, and unusual traveling in emergencies are recorded. Chief supervisors will be reimbursed for all such necessary expenses on submission of expense claims by way of the Chief Supervisor's Report.
12. Contact the Manager of Evaluation in the event of any problem which cannot be resolved locally without infringing upon the regulations.
13. At the conclusion of the examinations, make a written report to the Manager of Evaluation regarding the following:
- i. Details of any irregularities with respect to normal procedures for the examinations
  - ii. Details of any breaches of the Regulations for Candidates
  - iii. Verification of the service of all external supervisors and details of any absences or irregularities in this regard
  - iv. Enumeration of all necessary expenses with receipts

## Section 13 PUBLIC EXAMINATION MARKING BOARD

The public examinations marking board consists of panels of practising teachers of the various public examination courses. These teachers are hired each year to mark the examinations. Marking begins immediately following completion of the examinations and normally is completed within two weeks.

### 13.1 Qualifications and Selection Procedures

#### (a) Eligibility

- i. A minimum of a Grade V teaching certificate with at least three university semester courses in the subject.
- ii. A minimum of three years teaching experience, including the present year, teaching the pertinent course. If there is a shortage of applicants, consideration will be given to applicants who have taught the pertinent course in the preceding school year.
- iii. Evaluation of past performance with item writing, validation, and marking board scoring is also considered.

#### (b) Marking Board Administrators

One or two individual(s) shall be appointed to provide on-site administration of the board. Applicants for this position will be required to be practising teachers with administrative experience, and preference will be given to candidates with marking board experience. Selection will be on the basis of favourable reference checks.

#### (c) Chief Marker Selection

Chief markers with no marking responsibilities are appointed for boards having four or more markers. Smaller boards may be combined under one chief marker for two or more courses or chief markers may be assigned marking responsibilities on boards having three or less markers.

Associate chief markers are appointed for larger boards such as English to lead tables, train markers, ensure consistency, etc.

The following special conditions apply with respect to chief marker appointments:

- i. Selection is made on the basis of the following:
  - Teaching certificate VI with a degree in the pertinent subject area
  - Minimum of five years' experience teaching the course
  - Favourable reference checks
  - Previous marking board experience
  - Experience in item writing and validation of exams is also considered

- ii. Chief markers should not serve as the chief marker for more than five consecutive years unless circumstances dictate otherwise.

(d) Associate Marker Selection

Marker selection is carried out to ensure consistency from year to year as well as provide the opportunity for all interested teachers to participate in the marking board process. To facilitate this, markers are selected such that:

- (i) each board includes returning markers from the previous year;
- (ii) each board includes new markers; and,
- (iii) markers should not serve on a marking board for more than three consecutive years unless circumstances dictate otherwise.

## 13.2 Duties of Marking Board Personnel

(a) **Marking Board Administrators**

The marking board administrator's act as administrative assistants to the Manager of Evaluation with responsibility for all general administrative functions as outlined below:

- (i) Room assignments for individual boards
- (ii) Deployment and supervision of clerical staff
- (iii) Preparing and administering the working day schedule, including opening and closing, lunch and rest breaks. (The work day is 7½ hours, including one hour for lunch and a half hour total for breaks)
- (iv) Communication with the department regarding matters related to personnel
- (v) Organization and direction of procedures for handling mail, distributing papers among the various boards, sorting materials for record and storage purposes, and other related work
- (vi) Maintaining an attendance record for all markers and clerical staff
- (vii) Coordination of the recording and submitting of exam marks by chief markers
- (viii) Assistance to the Manager of Evaluation in appraising the general conduct of the various boards

- (ix) Reporting on the administrative aspects of the board to the Manager of Evaluation immediately following the closing of the board

(b) **Chief Markers**

Chief markers are responsible, under the direction of Department of Education and Early Childhood Development staff, for the following:

- (i) To oversee and assist in applying security protocols for all examinations (i.e.; exams are not to be copied, duplicated or distributed in any way)
- (ii) The general organization of the board, including the assignment of markers, and the monitoring of progress
- (iii) Preparation of a marking key to present to markers on the first day of marking board to vet and validate examinations. Acting as leaders of their boards for the confirmation and/or refinement of the marking key, the development of the marking system, and advising on the resolution of special contingencies in the marking
- (iv) Assisting the marking board administrator as directed in maintaining a record of markers' attendance
- (v) Monitoring the computer entry of marks
- (vi) Conducting reliability checks for consistency of marking standards according to established department procedures
- (vii) Supervising the conduct of markers and clerical staff, ensuring that appropriate order and decorum are maintained by all personnel
- (viii) Maintaining the confidentiality of all information regarding the results generally or of any individual or school
- (ix) Where deemed appropriate, oversee the identification of exemplars for questions in their courses
- (x) On completion of marking, preparing a report for the Manager of Evaluation. This report will include an evaluation of all markers and clerical staff and a student response analysis
- (xi) Upon completion, reviewing the section of public examination report for their course (applicable to public exam boards)

(c) **Associate Markers**

Markers are responsible, under the direction of the chief marker, for the following:

- (i) Diligently marking exams with a focus on accurately and consistency according to the system established at the commencement of marking
- (ii) Abiding by the new protocols established in relation to exam security (i.e.; exams are not to be copied, duplicated or distributed in any way)
- (iii) Bringing to the attention of the chief marker any problem encountered in the marking that appears to require special consideration, (e.g., an error in the examination)
- (iv) Serving on the board until all papers have been marked, including any extension of time beyond the tentative termination date initially stated
- (v) Maintaining continuous, punctual attendance throughout the duration of the board
- (vi) Maintaining the confidentiality of all information regarding the results generally or of any individual or school
- (vii) Ensuring all exams are appropriately boxed and ready to be couriered back to the Department at the conclusion of the marking board,
- (viii) Conducting themselves in accordance with all rules, regulations and schedules established for the board. Failure to adhere to the above mentioned responsibilities constitutes sufficient reason for dismissal from the marking board

### 13.3. Marking Guidelines

#### (a) **Marking Keys**

Standard procedure involves the preparation and submission of a key as part of the development process. The first duty of each marking board is to confirm, refine, and/or create a key to guide the marking.

An appropriate marking key should contain:

- (i) A model or description of answers that would receive full marks. A model answer, where this is appropriate, may include objectives, mathematics solutions, answers consisting of a specific itemization, etc. For more open-ended or subjective items, a description with examples may be more helpful;
- (ii) Where feasible, a listing of all pertinent facts the answer may require, or which may be cited in the answer, for value
- (iii) Detailed suggestions for evaluating partial or less than perfect answers, specifying a system for awarding partial marks; and

- (iv) Specific suggestions for distribution of the given value in answers calling for discussion, synthesis and essay writing.

(b) **General Guidelines**

A marking system should be developed during the first session(s) and should be followed as consistently as possible by all markers throughout the marking. Guidelines and points of policy which should be followed in developing and maintaining an appropriate marking system include:

- (i) Before marking commences, attempt to identify any errors or other difficulties on the examination which could affect marking. For any such contingencies, contact the Manager of Evaluation.
- (ii) Identify the examinations for which special treatment has been directed by the Manager of Evaluation, and ensure that the directions for marking these examinations are followed.
- (ix) Mechanics of English and French will be evaluated in accordance with course outcomes. Where the outcomes being assessed do not relate to the conventions of writing or to the surface features of language such as the physical character of the handwriting, such conventions or features should not be specifically evaluated, nor be allowed to influence the marks awarded.
- (iv) As a general rule, each board should be organized as a single panel so that each item is marked by the same marker(s) throughout the entirety of the marking board.
- (v) Markers are expected to work at a reasonable pace, but without jeopardizing quality and consistency. It is the responsibility of the chief marker to see that all markers are appropriately deployed to avoid the necessity of any marker having to rush to keep pace with others.
- (vi) Markers are to use the following procedure in placing markings on the examinations:
  - Once an answer has been read, block off along the left margin.
  - When each item has been marked, enter the mark on the back flap.
- (vii) After each examination has been marked, it is to be checked for each of the following:
  - That all items have been marked, as indicated by blocking off and the notation of a mark for each part; and
  - That marks for each item have been correctly transferred to the end flap.



It is the responsibility of chief markers to see that clerical staff assigned to their boards are properly instructed and supervised in the performance of this work. The checker making the check should initial each examination as it is completed.

(c) **Reread Guidelines**

For a reread, a qualified marker will review the marking of an examination paper to determine whether the standard **originally intended** had been accurately adhered to. A clerical recheck of the paper is also made in conjunction with each reread. In performing rereads, markers are to adhere to the following policies and procedures:

- (i) Each item or item part is to be considered separately, and item discrepancies are to be aggregated at the end to determine whether a change is warranted.
- (ii) It is important for markers to understand that they are not to change the marking standard in any way, nor to make any change to the key.
- (iii) The essential objective in rereading each item is to determine whether the original mark is in accordance with the intended standard for the item, or whether the original marker erred in grading the item relative to the standard.
- (iv) Actual reread markings may be placed on a separate sheet in order to clearly distinguish them from the original markings. Reread item scores should be placed on the examination flap.

## APPENDIX I

### List of Senior High School Courses by Graduation Requirement

Courses highlighted in gray can only be used in one category for a graduation requirement and not both. Red print courses are “Locally Developed Courses.”

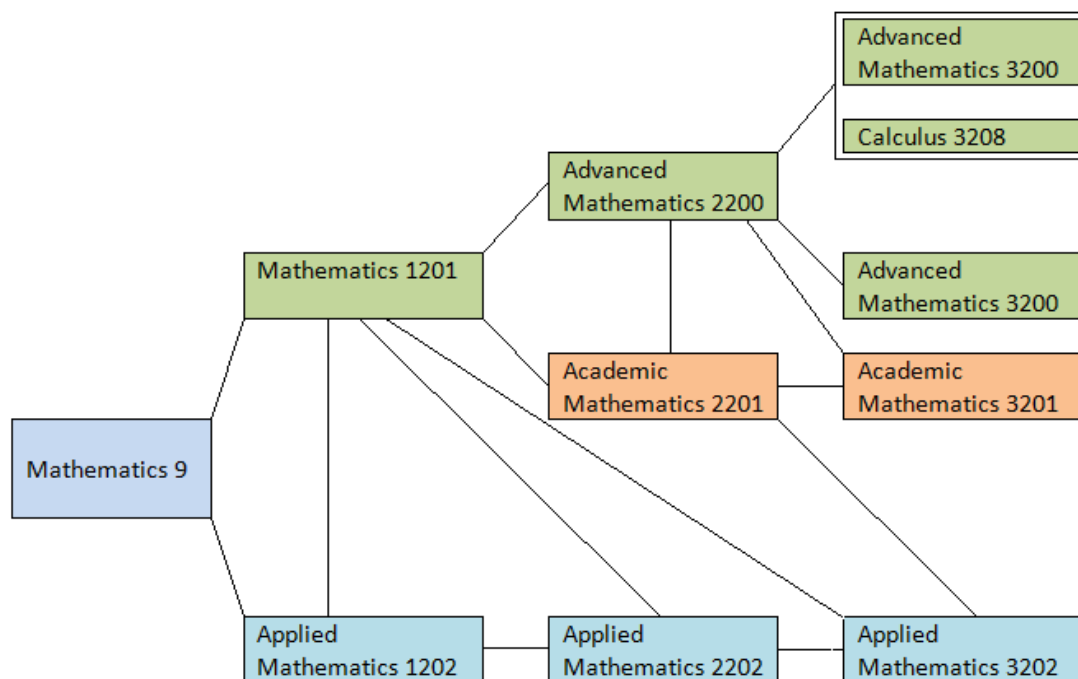
Graduation Requirement	Credits Required	Courses that Meet the Requirement
English	6	English 941201, English 941202, English 942201, English 942202, ESL 942205, English 943201, English 943202, ESL 943205
Optional Language Arts	2	Literacy 941204, ESL 941205, ESL 943206, Writing 942203, Drama 942206, World Lit 943207, French 061200, French 062200, French 063200, French 063201, French 063203, French 062203, Français 061202, Français 062202, Français 063202, Theatre Arts 943220, American Sign Language 172224, Novel Cinema 943221
Mathematics	4	Mathematics 591201, Mathematics 591202, Mathematics 592200, Mathematics 592201, Mathematics 592202, Mathematics 593200, Mathematics 593201, Mathematics 593202, Mathematics 593208
Science	4	Science 641206, Science 642200, Biology 642201, Chemistry 642202, Physics 642204, Biology 643201, Chemistry 643202, Physics 643204, Environmental Science 643205, Earth Systems 643209, Science 643200
Fine Arts	2	Visual Art 011202, Art & Design 012200, Art & Design 013200, Clothing 051101, Textiles 053101, Ensemble Perf. 101105, Ensemble Perf. 102105, Ensemble Perf. 103105, Experiencing Music 102200, Applied Music 102206, Applied Music 103206, NL Studies 152205, Drama 942206, Labrador Inuit Society and Culture 152221, Theatre Arts 943220
Canadian Studies	2	Social Studies 251201/Sciences Humaines 251231, Social Studies 251202, NL Studies 152205, Labrador Inuit Society and Culture 152221, Mi'kmaq Studies 182220
World Studies	2	World Geography 153200, World Geography 153202, World History 153201/ Histoire mondiale 153231, Socials Studies 252201/Sciences Humaines 251231, Social Studies 252202/Sciences Humaines 251232
Career Education	2	Career Development 162201, Carrière et vie 162231
Physical Education	2	Healthy Living 121200, Physical Education 122100, Physical Education 122101, Physical Education 123100, Physical Education 123101, Inosivut 122222

Any Other Subject	6	<p>(Note: Once credits have been achieved in a particular graduation requirement, credits in excess of that graduation requirement will be transferred to Any Other Subject until this category is met.)</p> <p>Braille Reading &amp; Writing 171101,          Braille Reading &amp; Writing 172101,          Braille Reading &amp; Writing 173101,          Employment and Labour Studies 301106,          Peer Counseling 162101, Russian 172222, Russian 173220,          Italian 172227, German 172226, Spanish 172221</p>
Other Required Credits	4	<p>Bus. Ent 021100, Consumer Studies 021202,          Social Studies 251201/Sciences Humaines 251231,          Social Studies 251202, Entrepreneurship 023209,          Clothing 051101/Habillement 051131, Human Dynamics 052201,          Nutrition 052102/Alimentation et nutrition 052132,          Nutrition 053102/Alimentation et nutrition 053132,          Textiles 053101/Habillement 053131, Skilled Trades 081201,          Design &amp; Fabrication 081202, Computer Science 081204,          Com. Tech. 082104/Technologies des communications 082134,          Com. Tech. 083104/ Technologies des communications 083134,          Power &amp; Energy 083201, Robotics Sys. Tech. 083205,          Residential Constr Tech 082201, Design &amp; Fabrication 082202,          Healthy Living 121200, Ethics &amp; Philosophy 132101,          Ethics and Social Justice 132106, Questions morales 131134,          Occupational Health and Safety 083203          World Religions 133101/Enseignement religieux 133131,          World Religions 133106/Enseignement religieux 133136,          French 061200, French 062200, French 063200,          French 063201, French 063203, French 062203,          Français 061202, Français 062202, Français 063202,</p>

Please Note: Local courses are approved each spring and changes may not be reflected in this table. Please be aware that local courses listed in this table may change after the High School Certification Handbook is released.

## APPENDIX II

### Senior High Mathematics Three-Year Plan



#### Notes:

- Mathematics 1201 is pre-requisite to Mathematics 2201, Mathematics 2202 and Mathematics 3202 and Mathematics 2201 is pre-requisite to Mathematics 3201 and Mathematics 3202
- Mathematics 1202 is pre-requisite to Mathematics 2202 and Mathematics 3202
- Mathematics 1201 is pre-requisite to Mathematics 2200 and Mathematics 2202 and Mathematics 3200 and Mathematics 3201
- Mathematics 3208 is an introduction to Calculus and can be taken concurrently with Mathematics 3200
- Four credits in Mathematics must be obtained from two different grade levels to graduate.

## APPENDIX III

### Request to Exceed 16 Credits



#### High School Certification

#### REQUEST TO EXCEED 16 CREDITS

##### STUDENT INFORMATION

Student Name:	_____	MCP #:	_____
D.O.B.	_____	Phone:	_____
Address:	_____	Postal Code:	_____
School Name:	_____	School Number:	_____

Rationale as to why the student needs to exceed 16 credits in a school year.


Evidence that the student is academically capable of successfully engaging in programming in excess of the maximum number of credits permitted.



Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

# APPENDIX IV

## Official High School Transcript

The following page provides a sample of the senior high school transcript. The back of the document provides definitions of the various terms used and the codes provided to indicate why credit may not have been awarded.



Government of Newfoundland and Labrador  
Department of Education

OFFICIAL TRANSCRIPT  
SENIOR HIGH SCHOOL RESULTS

SCHOOL \_\_\_\_\_

STUDENT NO. \_\_\_\_\_ DATE ISSUED \_\_\_\_\_  
yyyy/mm/dd

**COURSE RESULTS** >SEE REVERSE FOR EXPLANATION OF LETTER CODES

COURSE	MARK	CR.	NOTES	CP	MARK	CR.	NOTES
<div style="font-size: 48px; opacity: 0.3; transform: rotate(-45deg); position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); pointer-events: none;">DRAFT</div>							

\*RQ - Required CP - Completed

GRADUATION STATUS		PAGE 1 OF 1			
MINIMUM CREDIT REQUIREMENTS	RQ.	CP	MINIMUM ACADEMIC REQUIREMENTS	RQ.	CP
CORE LANGUAGE ARTS (6)	0	0			
OPTIONAL LANGUAGE ARTS (2)	0	0			
MATHEMATICS (4)	0	0			
SCIENCE (4)	0	0			
MATH OR SCIENCE OR TECH (4)	0	0			
CANADA STUDIES (2)	0	0			
WORLD STUDIES (2)	0	0			
ECONOMIC EDUCATION (2)	0	0			
PERSONAL DEVELOPMENT (4)	0	0			
ANY SUBJECT AREA (6)	0	0			
<b>TOTAL CREDITS (36)</b>	<b>0</b>	<b>0</b>			
LOCAL CREDITS MAXIMUM (4)	0	0			
LEVELS 3 & 4 CREDITS (9)	0	0			
LEVELS 2, 3 & 4 CREDITS (20)	0	0			

\*RQ - Required CP - Completed

CERTIFIED COPIES OF RESULTS ARE AVAILABLE ON REQUEST.

FORM #1115DC

## APPENDIX V

### High School Diploma

This appendix provides a sample of the high school diploma and transcript.



## APPENDIX VI

### Application for School Achievement Certificate



High School Certification

#### APPLICATION FOR SCHOOL ACHIEVEMENT CERTIFICATE

##### General Information

School Name:	_____	School #:	_____
Student Name:	_____		
D.O.B.	_____	Phone:	_____
Address:	_____		
Postal Code:	_____	Year Awarded:	_____

This is to certify that the student named above has successfully completed his/her Individual Education Plan (IEP). The IEP team is requesting that s/he be awarded a student achievement certificate by the Department of Education.

Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_



## Appendix VII

### Application for Constable W.C. Moss Scholarship

This scholarship is available only to sons or daughters of members, past, present or deceased of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police in Newfoundland and Labrador.

The following page provides the application form for the Constable W.C. Moss Scholarship.

## APPLICATION FOR CONSTABLE W.C. MOSS SCHOLARSHIP

This scholarship is available only to sons or daughters of members, past, present or deceased of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police in Newfoundland and Labrador.

### Student Information

School Name: _____	School #: _____
Student Name: _____	MCP #: _____
D.O.B. _____	Phone: _____
Address: _____	
_____	
Postal Code: _____	
Are you presently enrolled in the Newfoundland and Labrador Senior High School Program? _____	
Are you eligible for graduation in June of this year? _____	

### Parent Information

Name: _____
Address: _____
_____
Postal Code: _____
State whether member of R.N.C. <input type="checkbox"/> or R.C.M.P. <input type="checkbox"/> (Check one.)
Rank: _____ Registration Number: _____
If a member of the R.C.M.P., give date of service in Newfoundland and Labrador.
from: _____ to _____
_____ :
If not an active member of either force, give date of retirement or death. _____

**Applications are to be forwarded to the address below by March 31<sup>st</sup>.**  
**High School Certification**  
**Department of Education and Early Childhood Development**  
**P.O. Box 8700**  
**St. John's, NL.**  
**A1B 4J6**

## APPENDIX VIII

### Electoral Districts

Please use the electoral district numbers below when registering students during the October/November registration window. The electoral district given must be that of the student's residence and not the school. Schools should call the High School Certification office to verify an electoral district. The directory of streets, towns and settlements is available at: [www.elections.gov.nl.ca/elections](http://www.elections.gov.nl.ca/elections)

Electoral District	#	Electoral District	#
Baie Verte - Green Bay	01	Labrador West	21
Bonavista	02	Lake Melville	22
Burgeo & La Poile	03	Lewisporte - Twillingate	23
Burin - Grand Bank	04	Mount Pearl North	24
Cape St. Francis	05	Mount Pearl - Southlands	25
Carbonear - Trinity - Bay de Verde	06	Mount Scio	26
Cartwright - L'anse au Clair	07	Placentia - St. Mary's	27
Conception Bay East - Bell Island	08	Placentia West - Bellevue	28
Conception Bay South	09	St. Barbe - L'Anse aux Meadows	29
Corner Brook	10	St. George's - Humber	30
Exploits	11	St. John's Centre	31
Ferryland	12	St. John's East - Quidi Vidi	32
Fogo Island-Cape Freels	13	St. John's West	33
Fortune Bay - Cape la Hune	14	Stephenville - Port au Port	34
Gander	15	Terra Nova	35
Grand Falls-Windsor/Buchans	16	Topsail - Paradise	36
Harbour Grace-Port de Grace	17	Torngat Mountains	37
Harbour Main	18	Virginia Waters-Pleasantville	38
Humber - Bay of Islands	19	Waterford Valley	39
Humber - Gros Morne	20	Windsor Lake	40

## APPENDIX IX

### COURSE SEQUENCES, CONFLICTS AND PREREQUISITES

#### Course Sequence

Credit will **NOT** be awarded for a course in column 1 if credit has already been awarded for any of the courses in column 2 in the same row.

Course Sequence	
Column 1	Column 2
Literacy 1204*	English 1202, 2202, 3202, 1201, 2201, 3201
English 1202	English 1201, 2201, 3201
English 2202	English 2201, 3201
English 3202	English 3201
ESL 1205	ESL 2205, 3205
ESL 2205	ESL 3205
Biology 3201, 3231**	Biology 4221
Chemistry 3202, 3239**	Chemistry 4222
Physics 3204**	Physics 4224
Science 2200	Biology 2201, 3201, Chemistry 2202
Mathematics 1201	Mathematics 2201, 3201, 2200, 3200, 3208
Mathematics 1202	Mathematics 2202, 3202
Mathematics 2200	Mathematics 3200, 3208
Mathematics 2201	Mathematics 3201, 2200
Tech informatiques appliquées 1136	Tech informatiques appliquées 2136
French 1200	Français 1202, 2202, 3202 French 2200, 3200, 3201, 4220
French 2200	French 2203, 3200, 3201, 3203, 4220 Français 1202, 2202, 3202
French 2203	French 3200, 3201, 3203, 4220 Français 1202, 2202, 3202
French 3200	French 3201, 3203, 4220 Français 1202, 2202, 3202

Course Sequence	
Column 1	Column 2
French 3201	French 4220 Français 1202, 2202, 3202
Français 1202	French 4220 Français 2202, 3202
Français 2202	French 4220 Français 3202
Ensemble Performance 1105	Ensemble Performance 2105, 3105
Ensemble Performance 2105	Ensemble Performance 3105
Applied Music 2206	Applied Music 3206

\* **Literacy 1204 is intended for those students registered in English 1202. It provides students with significant instruction and practice in literacy skills that will help them in all courses at the senior high level. If selected, this course must be completed before or concurrently with English 1202 and credit cannot be awarded for Literacy 1204 and English 1201.**

\*\* **The courses in each of these rows may be completed concurrently.**

## Course Conflicts

Conflicting Courses
Literacy 1204 and 1201
English 1202 and 1201
English 2202 and 2201
English 3202 and 3201
French 2200 and 2203
French 3200 and 3203
French 2203 and Français 2202
French 3203 and Français 3202
Science 1206 and Science 2200
Science 1206 and Science 3200
World Geography 3200 and 3202
Canadian Law 2104 and Canadian Law 2204
Theatre Arts 2200 and Drama 2206
Wood Working 1107 and Design and Fabrication 1202
Design Technology 1109 and Design and Fabrication 1202
Wood Working 2107 and Residential Construction Technologies 2201
Design Technology 2109 and Design and Fabrication 2202
Home Maintenance 3108 and Skilled Trades 1201
Power and Energy 3201 and Power Mechanics 2103
Robotics Systems Technology 3205 and Computer Technology 3200

## Course Prerequisites

Column 1	Column 2
French 1200 or French 2200	French 3200
French 3200	French 3201
Chemistry 2202	Chemistry 3202
Physics 2204	Physics 3204
Mathematics 1201	Mathematics 2200, 2201
Mathematics 1202	Mathematics 2202, 3202
Mathematics 2200	Mathematics 3200, 3201, 3208
Mathematics 2201	Mathematics 3201
<i>It has always been policy that credit must be obtained for the highest level provincially prescribed course in a subject area before credit will be awarded for the Advanced Placement course in that subject area. Therefore, the following prerequisites exist. These courses may also be completed concurrently.</i>	
Art 3200	Studio Art 4220
English 3201	Literature and Composition 4222
Mathematics 3200	Mathematics 4225
Biology 3201	Biology 4221
Chemistry 3202	Chemistry 4222
Physics 3204	Physics 4224
World History 3201	European History 4225

**NOTE:**

Science 1206 should be done before students attempt any of the pure science courses (biology, chemistry, physics, or earth systems) and the content is essential before attempting Chemistry 2202 or Physics 2204. Completion of Science 1206 is recommended before attempting Biology 2201 or Biology 3201.

## APPENDIX X

### Independent Study Guidelines

#### Background

The Department of Education and Early Childhood Development recognizes that due to scheduling issues, students may occasionally have to take a course outside of scheduled classroom time. Additionally, students may have previously acquired the knowledge, skills and attitudes that an existing course seeks to develop and can demonstrate this knowledge without the benefit of traditional instruction. Independent study provides a process for such students to demonstrate that they have achieved learning outcomes as defined in the curriculum guide for a directly-related course. Normally students who engage in independent study would be considered exceptional achievers in the area of study.

**Under no circumstances can a student challenge a course for credit by simply writing a comprehensive exam. A student engaged in independent study must be evaluated on an ongoing basis by an assigned teacher throughout the school year.**

#### Policy

1. Any individual wishing to engage in independent study of a course must be registered with a school offering the high school program.
2. Independent study is applicable only to provincially approved or authorized senior high school courses.
3. Courses for which a student has already received credit are not eligible for independent study. Independent study is not intended as a way to improve a course mark.
4. A formal evaluation plan must be developed which clearly outlines the type of assessment measures, how they will be administered and the level of performance which will be required of the student. It must be consistent with the evaluation plan for a regularly taught course.
5. Courses completed using the independent study option will be given a mark in the same form as other courses evaluated by the school for submission to the Department.
6. In courses with a public examination, the independent study must include the writing of this examination.



## APPENDIX XI

### Awarding Credit for External Courses

#### What is an External Course?

An external course is a department-approved course developed and/or offered outside the Newfoundland and Labrador school system which can be used to obtain high school credits. These courses are a senior high school standard and may have learning outcomes other than those of a Department authorized/approved senior secondary course, but contribute to the essential graduation learnings. Learning resources for external courses will be the responsibility of the student or the national organization.

#### Procedures/Guidelines

The external credit process recognizes documented prior learning. A student is entitled to a review of documented learning that has taken place outside the regular school system.

External credit may be awarded in one of two ways:

- If the outcomes of the external course match those of a department authorized course, a direct transfer credit is awarded; or,
- If the outcomes of the external course do not directly match those of a department authorized course, general credit is awarded in a related subject area.

Excluding Advanced Placement (AP) and college-level courses, a student may be awarded a maximum of four external high school credits towards their graduation requirements. Each external credit must be based on a minimum of 55 instructional hours.

Course credits awarded through the external credit process are reported on the high school transcript along with the corresponding code of (x) in the "Note" field.

Course credits awarded through the external credit process are awarded credit, but no numerical grade is included on the transcript. Verification of documentation is carried out by officials of the Department of Education and Early Childhood Development.

**Students wishing to obtain credits through the external credit process for equivalency should be advised of possible implications of their decision, (e.g., post-secondary acceptance may be complicated by the absence of course marks for external credits on the high school transcript).**

An organization that wishes to have its credentials accepted for high school equivalency must submit a request supported by the appropriate documentation to the Programs and Services Division at the Department of Education, including, but not limited to the following:

- number of hours of instruction;
- program/course objectives and depth of treatment;
- teaching and learning activities;
- evaluation criteria used to award the credential; and,
- contribution to the essential graduation learnings.

The policy on awarding credit for external courses will be subject to periodic review to ensure that it continues to meet students' needs.

### **Procedure for Obtaining External Credit**

- I. A student can get a copy of the request for external credit application from the school or the Department of Education and Early Childhood Development's website.
- II. The application is sent to the Department of Education and Early Childhood Development by fax 709-729-0611.

Any supporting documents must be sent directly from the accrediting body to the Department of Education and Early Childhood Development before credit can be awarded.

The following is a list of cadet courses and music courses that are eligible for external credits. **A student can only be awarded a maximum of four external credits.**

## External Credits, Equivalent Courses

### Sea Cadets

Specialty Courses (Must be Group III (TG-III) courses)

Boatswain's Mate	2 Credits in Leadership
Drill and Ceremonial	2 Credits in Leadership
Shipwright	2 Credits in Guidance **
Marine Engineer	2 Credits in Guidance **
Intermediate Sail	2 Credits in Guidance **
Sail Coach	1 Credit in Leadership
	1 Credit in Guidance **
Ship Boat Operator	2 Credits in Guidance **
Air Rifle Marksmanship Instructor	2 Credits in Guidance**

### Air Cadets

Specialty Courses (Must be Group III (TG-III) courses)

Leadership and Ceremonial Instructor	2 Credits in Guidance **
Glider Pilot Scholarship	2 Credits in Technical Education
Advanced Aviation Technology-Airport Operations	2 Credits in Technical Education
Advanced Aviation Technology-Aircraft Maintenance	2 Credits in Technical Education
Pipe Band - Advanced Musician	2 Credits in Music
Military Band - Advanced Musician	2 Credits in Music
Powered Pilot Scholarship	2 Credits in Technical Education
Advanced Aerospace	2 Credits in Technical Education
Air Rifle Marksmanship Instructor	2 Credits in Guidance**

### Army Cadets

Specialty Courses (Must be Group III (TG-III) courses)

Military Band Intermediate	2 Credits in Music
Drill and Ceremonial	2 Credits in General Education
Leadership and Challenge	1 Credit in Guidance **
Full Bore Marksman Phase 1	2 Credits in Guidance **
Full Bore Marksman Phase 2	2 Credits in Guidance **
Pipe Band Intermediate	2 Credits in Music
Army Cadet Expedition Instructor	1 Credit in Guidance **
Air Rifle Marksmanship Instructor	2 Credits in Guidance**

\*\*Does not fulfill graduation requirements for Career Development.

## **Music Courses**

### **Royal Conservatory of Music**

Level 6 Practical and Level 6 or Level 7 Theory\*  
Level 8 Practical and Level 8 Theory\*

Applied Music 2296  
Applied Music 3296

\*Applicable for all instruments and voice.

### **Conservatory Canada**

Grade 7 Practical and Grade 3 Theory\*  
Grade 8 Practical and Grade 4 Theory\*

Applied Music 2296  
Applied Music 3296

\*Applicable for all instruments and voice.



## High School Certification

### REQUEST FOR EXTERNAL CREDIT (Royal Life Saving Society)

#### Student Information:

<b>Student Name:</b> _____	<b>Student Number:</b> _____
<b>School Name:</b> _____	<b>Date of Birth:</b> _____

The following courses/programs must be completed to be eligible for the designated credit. Please indicate successful completion of these courses/programs.

Bronze Medallion	
Bronze Cross	
National Lifeguard	
Aquatic Emergency Care (or Lifesaving Standard First Aid)	
Credit Awarded: Physical Education 1299	

Please send or fax this form as well as a copy of the appropriate certification for each course/program.

**Note: The copy of the transcript of certification must be received by the Department of Education directly from the Royal Life Saving Society.**

Government of Newfoundland and Labrador  
Department of Education and Early Childhood Development  
High School Certification  
PO Box 8700  
St. John's, NL, Canada, A1B 4J6

Fax: 709-729-0611



## High School Certification

### REQUEST FOR EXTERNAL CREDIT (Canadian Red Cross)

**Student Information:**

<b>Student Name:</b> _____	<b>Student Number:</b> _____
<b>School Name:</b> _____	<b>Date of Birth:</b> _____

The following courses/programs must be completed to be eligible for the designated credit. Please indicate successful completion of these courses/programs.

Water Safety Instructor Course (WSI)	
Assistant Life Guard (ALG)	
Standard First Aid (SFA)	
Life Guard (LG)	
Credit Awarded: Physical Education 1299	

**Note:** Upon completion of only the “Water Safety Instructor Course (WSI)” a student may apply and receive credit for **Physical Education 1199**.

To receive this credit candidates must:

- Send or fax this completed form directly to the Department of Education and Early Childhood Development (EECD) using the information below.
- Request that your Canadian Red Cross Training Partner send confirmation of training directly to EECD.

**Note:** For the St. John’s area, the City of St. John’s Recreation Department (709) 576-8020 is your primary training partner and will forward confirmations upon request.

Government of Newfoundland and Labrador  
 Department of Education and Early Childhood Development  
 High School Certification  
 PO Box 8700  
 St. John’s, NL, Canada, A1B 4J6

Fax: 709-729-0611



## High School Certification

### REQUEST FOR EXTERNAL CREDIT

(Duke of Edinburgh's Award)

#### Student Information:

<b>Student Name:</b> _____	<b>Student Number:</b> _____
<b>School Name:</b> _____	<b>Date of Birth:</b> _____

Please indicate which external course credit is being requested.

<input type="checkbox"/> Silver Award	<input type="checkbox"/> Gold Award
Credits      General Education 2199	Credits      General Education 3199
Awarded:    Physical Education 2199	Awarded:    Physical Education 3199

Please send or fax this form as well as a copy of the completed "*Award Application Form*".

#### Note:

- **Confirmation of the award received must come directly from the Duke of Edinburgh's provincial awards office.**
- **To receive four credits the student must complete both Silver and Gold. Completing Gold, without Silver, will result in the awarding of General Education 3199 and Physical Education 3199 only.**

Government of Newfoundland and Labrador  
Department of Education and Early Childhood Development  
High School Certification  
PO Box 8700  
St. John's, NL, Canada, A1B 4J6

Fax: 709-729-0611



## High School Certification

### REQUEST FOR EXTERNAL CREDIT

Royal Conservatory of Music / Conservatory Canada

#### Student Information:

<b>Student Name:</b> _____	<b>Student Number:</b> _____
<b>School Name:</b> _____	<b>Date of Birth:</b> _____

Please indicate which external course credit is being requested.

#### Royal Conservatory of Music

<input type="checkbox"/>	Level 6 Practical and Level 6 or Level 7 Theory (formerly Intermediate Rudiments)	Applied Music 2296
<input type="checkbox"/>	Level 8 Practical and Level 8 Theory (formerly Intermediate Rudiments)	Applied Music 3296

#### Conservatory Canada

<input type="checkbox"/>	Grade 7 Practical and Grade 3 Theory	Applied Music 2296
<input type="checkbox"/>	Grade 8 Practical and Grade 4 Theory	Applied Music 3296

**Note: The copy of the transcript of certification must be received by the Department of Education and Early Childhood Development directly from the Royal Conservatory of Music or the Conservatory Canada.**

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Department of Education and Early Childhood Development  
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**High School Certification  
Request for External Credit**

Air, Army, Sea Cadets

**Student Information:**

<b>Student Name:</b> _____	<b>Student Number:</b> _____
<b>School Name:</b> _____	<b>Date of Birth:</b> _____

Please indicate which external course credit is being requested.

**Course Completed:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note: The copy of the transcript of certification must be received by the Department of Education directly from the particular cadet element where the course is completed.**

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## APPENDIX XII

### District (Local) Courses: Policy and Procedures

#### Introduction

Local courses are intended to enhance the course options for students without negatively affecting student access to the provincial curriculum.

All schools offering the senior high program must ensure students meet the provincial graduation requirements. A school's program schedule must:

- (a) make available at least one provincial course in each subject area (identified in the Program of Studies) at least once every three years;
- (b) include courses in the fine arts;
- (c) permit choice in the core areas of language, mathematics and science to accommodate student needs and post-secondary aspirations; and
- (d) ensure a degree of consistency among schools in the scope of program available.

Schools may enhance their programs by offering additional provincially authorized courses, if this can be accomplished given sufficient numbers or by taking advantage of distance education or other delivery modes. In line with the principles noted above, school schedules should be organized to facilitate student access to provincially-authorized courses required to meet minimum graduation requirements.

Local courses must conform to standards of the Department of Education and Early Childhood Development (EECD). They must be written with an outcomes orientation as per the provincial curriculum and be formatted as per EECD guidelines. A template will be provided by EECD upon request.

#### Definition

**Provincially-Prescribed Courses** refer to any course developed by and implemented through the Department of Education and Early Childhood Development. (All provincially prescribed courses are provincially authorized.)

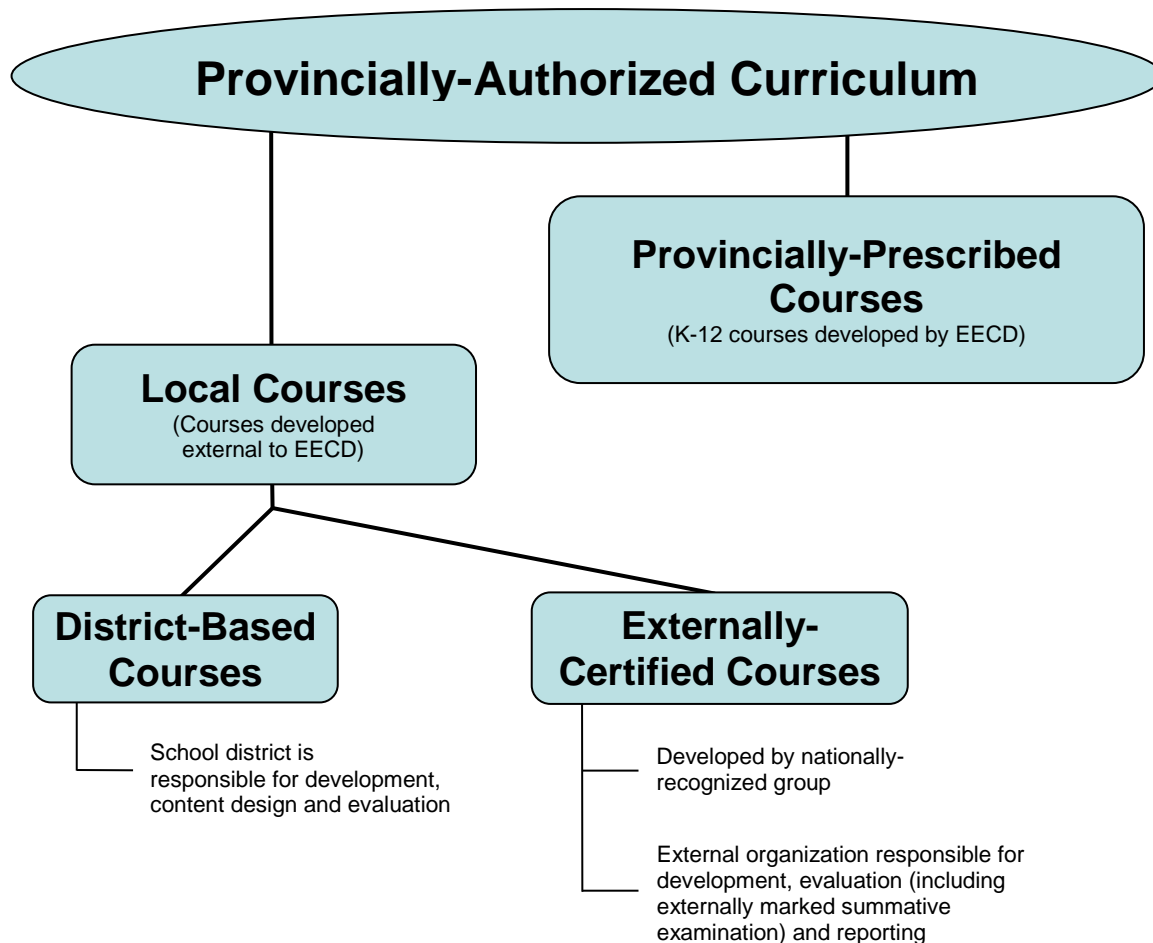
**Local Courses** are non-provincial senior high school courses developed externally from the Department of Education and Early Childhood Development. Local courses are designed to meet the needs of a cohort of students from any school within the originating school district. Upon approval from EECD, local courses become part of the provincially authorized curriculum. All local courses are categorized as either District-Based Courses or Externally-Certified Courses.

**District-Based Courses**, or DBCs, are developed within a school district by local personnel and/or within partnerships that districts may have formed. Districts are ultimately responsible for defining course content, pedagogy, instructional methods and evaluation for these courses.

**Externally-Certified Courses**, or ECCs, are developed by nationally or internationally recognized agencies. These courses may offer varying degrees of content description; however, evaluation of desired outcomes occurs in the form of an examination which is externally administered and marked. For example, Advanced Placement (AP) and International Baccalaureate (IB) courses are considered ECCs.

Local courses are denoted by a third digit “2” (or “8” in the case of IB) in the four-digit course designation scheme (e.g., 4281-Biology (IB), 3220-Workplace Safety).

See below for course structure summary.



## Policy

EECD approves in principle the development of a local course at least one year before the expected date of application for approval.

The school district ensures that local courses meet the usual standards for provincial courses and adhere to district policy before submission to EECD.

EECD Division of Programs and Services assesses and approves local courses for the Senior High School. A local courses may be approved in any curriculum area.

A maximum of FOUR local course credits may be used for graduation requirements. These are inclusive of local courses and/or alternate courses (as defined in *Pathways to Graduation*), of the required, minimum 36, for graduation. This limitation does not apply to Externally-Certified Courses or native language courses.

To be eligible for local course credits, a student must successfully complete, or be enrolled concurrently in, the highest level of the provincial course in that subject area. For example, to be permitted to register for an Advanced Placement Course in a particular subject area the highest level of the provincial course in that discipline is a prerequisite to any credit awarded for the AP course.

EECD is responsible for the assignment of four-digit course numbers to local courses. The course number is determined through a review of the content, as well as the district rationale.

Requests from school districts for new and/or revised local course approval shall be accompanied by a curriculum guide.

District-Based Courses are approved for up to five years after which it is the responsibility of the school district to request re-approval and to re-submit all required documentation.

De-listed provincial courses will **NOT** be approved as local courses.

## **Procedures**

1. The school district requests approval in principle for a local course and then requests an administrator to submit the formal application for a district course, along with the curriculum guide, to the district Assistant Director (Programs). Upon request, the Division of Programs and Services will provide a template for use by district course developers to ensure consistency in district course descriptions.
2. The district Assistant Director (Programs) arranges for district staff to evaluate the curriculum guide using the criteria supplied by EECD, and to prepare the supporting documentation for submission to the department for its evaluation and approval by the Director of Programs and Services. The Division of Program and Services will provide a course evaluation form for districts to use in their assessment of district courses.

Districts conduct a thorough analysis of each of its local courses in relation to their conformity to the provincial learning outcomes and the provincial curriculum. Districts also ensure that the quality and diversity of the provincially prescribed program is not negatively affected by the implementation of a local course. The district submits the course evaluation form, as provided by EECD, accompanied by a letter of support stating why a course should be approved.

3. The request for new and revised courses must be received by the Director of Programs and Services by the first of **October** of the school year **preceding** the projected implementation date.
4. Approval of any District-Based Course is first contingent on the proposed curriculum guide following the outline in Appendix A of this policy.
5. The Division of Programs and Services evaluates the curriculum guide and, if approved, obtains a course number from the Evaluation and Research Division. The school district is notified of the outcome of the request within sixty (60) days. In some instances, the course is approved in principle with additional revisions required by **March 31** before final approval is granted.
6. School districts should submit one comprehensive request that lists all schools and all local courses proposed to be offered in each school. New and/or revised curriculum guides are also attached for evaluation.
7. In collaboration with the Evaluation and Research Division, the Division of Programs and Services maintains a database of all local courses.
8. The initial year of implementation of a local course could be considered a pilot year. In such cases, the school district submits a report to the Division of Programs and Services on the evaluation of the pilot indicating revisions made to the curriculum guide.
9. Approval of any Externally-Certified Course is first contingent on an EECD review of the curriculum outline/guide and external certification standard. The curriculum materials and certification information must be submitted in compliance with article 3 above.
10. Students will only receive credit for an approved Externally-Certified Course if they complete the external examination and attain an adequate score. This score will be determined prior to department approval of the course through consultation with the school district, Evaluation and Research Division and the Division of Programs and Services.

The curriculum guide format for local courses can be found by contacting the EECD.

## Appendix XIII

### Alternate Courses and Registration

An alternate course for credit must be assigned a course number. The course number is chosen based on the following criteria:

- (i) subject code: 70 indicates the alternate course subject code
- (ii) grade level: Level I, II or III
- (iii) number of credits: 1 or 2
- (iv) course code: ELA - 73, Mathematics - 79, Science - 74, Social Studies - 75

For example, a Level II, 2 credit alternate course in Mathematics would be 70 2279

Possible alternate course numbers are listed in the chart below

English Language Arts	Mathematics	Science	Social Studies
70 1173	70 1179	70 1174	70 1175
70 1273	70 1279	70 1274	70 1275
70 2173	70 2179	70 2174	70 2175
70 2273	70 2279	70 2274	70 2275
70 3173	70 3179	70 3174	70 3175
70 3273	70 3279	70 3274	70 3275

Alternate courses for credit (to a maximum of 4 credits) in high school must be submitted to the district office for review and approval before submission to the Department of Education and Early Childhood Development. Credit will only be given in the “*any other subject*” section of the provincial graduation requirements.

All course descriptions for alternate courses must be mailed or faxed to the High School Certification office so that the course descriptions are available for review if needed.

Please submit the completed form (next page) and course descriptions to:

Government of Newfoundland and Labrador  
Department of Education and Early Childhood Development  
High School Certification  
PO Box 8700  
St. John's, NL, Canada, A1B 4J6

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**High School Certification**  
**ALTERNATE COURSE REGISTRATION**

Note: This form should only be submitted if the alternate course is to be used by a student who is accumulating credits towards high school graduation.

**STUDENT INFORMATION**

STUDENT NAME: \_\_\_\_\_ MCP# : \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_ SCHOOL # : \_\_\_\_\_

The course code required must be selected from those listed on the previous page.

**COURSE INFORMATION**

Course Code: \_\_\_\_\_

**REQUIRED SIGNATURES**

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Program Specialist for curriculum area Date

\_\_\_\_\_  
Assistant Director - Programs Date  
(or designate)

**Please note: All course descriptions for alternate courses must be mailed to the High School Certification office. The purpose of this is to have the course descriptions available for review if needed.**

## APPENDIX XIV

### School Mark Adjustment

In each case, the amount of adjustment is calculated for each course within each school using the following formula:

$$\text{Adjustment} = \pm 5 - [(SE_S - PE_S) - (SE_P - PE_P)]$$

Where:

$SE_S$  = School average on school evaluation

$PE_S$  = School average on public examination

$SE_P$  = Provincial average on school evaluation

$PE_P$  = Provincial average on public examination

Factor  $\pm 5$  is positive, if relative difference is positive, and negative, if relative difference is negative.

Safeguards have been put in place to ensure that students are not adversely impacted by the application of the school mark adjustment

- (a) Aberrant students are not included when an average is calculated (20 more/less than the average difference);
- (b) if a student does as well or better on his/her exam there is no negative adjustment applied regardless if there was a negative adjustment for the school; and,
- (c) If a school mark is adjusted down, the lowest mark a student from that school will be awarded is his/her exam mark.



The application of the school mark adjustment procedure is best illustrated by the example below:

**World Geography 3202 Class List:**

	School Submitted Mark	School Adjusted Mark	Public Exam Mark	Final Mark
Student 1	88	84	78	81
Student 2	76	72	52	62
Student 3	94	90	89	90
Student 4	80	76	47	62
Student 5	62	58	54	56
Student 6	88	84	78	81
Student 7	76	72	55	64
Student 8	92	88	69	79
Student 9	76	72	46	59
Student 10	90	86	88	88
Student 11	76	76	78	77
Student 12	66	62	36	50
Student 13	66	62	46	54
Student 14	64	60	39	50
Student 15	71	67	48	58
Average	78	74	60	67

**Calculation of the Adjustment**

School average (for this school) before adjustment = 78  
 Public examination average (for this school) = 60  
 Difference in averages = 18

**Note:** the average drop for the students in this school is 18 marks. An aberrant student for this class would be one who either;

- (a) Dropped by 38 marks or more (20 less than the average difference)

**OR**

- (b) Went up by 2 marks or more (20 more than the average difference)

Notice that student 11 is an aberrant student for this class. This student went up by 2 marks. This is 20 marks more than the average difference (Average difference = - 18).

***Therefore to calculate the D-factor we drop this student from the class, for both the school average before adjustment, and the public examination average.***

School average (for this school) before adjustment minus aberrant student(s)	= 78
Public examination average (for this school) minus aberrant student(s)	= 59
Difference after aberrant student(s) removed	= 19

**This school dropped 19 marks on the examination after aberrant student # 11 was removed.**

### **Provincial Averages**

School average (provincially)	= 76
Public examination average (provincially)	= 66
Difference	= 10

**The province dropped 10 marks on the examination.**

The school dropped 9 marks ( $19 - 10 = 9$ ) more than the provincial drop (-10). When we employ the  $\pm 5$  differential ( $-9 + 5 = -4$ ), the final adjustment becomes **- 4**.

As you can see from the table above, the school adjusted mark reflects this **- 4** adjustment.

Therefore, the combined or final mark for this course would now be 67% (average between school adjusted mark and public examination mark:  $(74 + 60)/2 = 67$ ).

Note:

- Student 10's public exam mark dropped below their school mark and the d-factor was applied, but the d-factor did not bring the student's final mark below their public exam mark.
- Even though student 11 was aberrant, their public exam mark was above their school mark, thus the d-factor is not applied to this student.