

Turrumurra High School

Year 11 (Preliminary) and HSC Assessment Policy and Guidelines

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1. THE PRINCIPLES OF EFFECTIVE AND INFORMATIVE ASSESSMENT

1. Assessment for learning

Assessment for learning (as distinct from 'assessment OF learning' – HSC examinations involve assessment of learning) gives students opportunities to produce work that leads to development of their knowledge, understanding and skills.

2. Clear, direct links with outcomes

The assessment strategies employed by the teacher in the classroom are directly linked to and reflect the syllabus outcomes.

3. Assessment is integral to teaching and learning

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

4. Assessment is balanced, comprehensive, and varied

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

5. Assessment is valid and reliable

Valid assessment strategies are those that reflect the actual intention of teaching and learning activities, based on syllabus outcomes and measure the student's achievement on those outcomes.

Where values and attitudes are expressed in syllabus outcomes, these too should be assessed as part of student learning. They are distinct from knowledge, understanding and skill outcomes.

6. Assessment engages the learner

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves.

The syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should reflect upon their achievements and progress.

7. Assessment values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes. Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts.

Teacher judgement based on well-defined standards is a valuable and rich form of student assessment.

8. Assessment is time efficient and manageable

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

At Turrumurra High School formal assessment periods are set aside at appropriate times for each year group. Additionally each course schedules other tasks throughout the year.

9. Assessment recognises and conveys information on individual achievement and progress

Effective and informative assessment practice is sensitive to the self-esteem and general well-being of students, providing honest and constructive feedback.

Students, parents, and teachers can use student achievement information as this information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

2. TYPES OF ASSESSMENT TASKS

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in a HSC examination.

School-based Examinations and tests

Examinations are important components of student assessment. Formal examinations are scheduled for Year 11 students at the end of the Year 11 (Preliminary) course towards the end of Term 3.

Year 12 students will have Trial HSC examinations early in Term 3 in most subjects.

Topic tests may be scheduled at other times throughout the year as part of a course assessment program.

Other assessment types may include;

- Class work - which include marks given for bookwork, video/novel reports, ICT research or homework activities.
- Oral presentations - prepared speech or seminar presented to the class – or *Viva Voce*
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.

- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of art making, to include a Visual Arts Process Diary (VAPD).
- Viewing task.
- Film-making.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Peer assessment.
- Listening task.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.

3. SCHOOL RESPONSIBILITIES AND PROCEDURES IN ASSESSMENT

Assessment Schedule/Program

For each course the school has developed an assessment schedule/program which includes;

- a basic description of each task to be completed during the year
- the weighting of each task
- the outcomes to be assessed by each assessment task
- an approximate schedule for each task

This schedule/program will be distributed to each student at the commencement of the course.

Notification of Individual Assessment tasks

For each assessment task, students will be given a written notification at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. (See the Sample Assessment Task Notification, *Appendix A*).

For Formal Examinations, a written timetable will be issued approximately two weeks prior to the commencement of the examination period. No assessment tasks will be scheduled in the week before any formal examination period.

Acknowledgement of receipt of Assessment Task

When assignment work is handed in, the class teacher will return an acknowledgement receipt to the student. This receipt is proof that the task has been submitted. The submission time of work completed via computer systems such as Google Classroom and “Turn it in” will be recorded by the software program and so no acknowledgement receipt will be required.

The latest time for submitting all hand-in type assessment tasks without penalty will be at the conclusion of the last period (generally taken as 3pm) on the day nominated.

Multiple Classes from the one course

Where multiple classes are running in a course, common assessment tasks will be set and marked as one group. Faculties may employ a range of strategies to ensure consistency of marking across the cohort such as common markers, team marking, check marking, bench mark setting, and statistical moderation.

The school will make every effort to see that all students perform assessment tasks under the same conditions.

Marking and Feedback

Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve. Parents will be notified if assessment tasks are not completed, and the penalties imposed.

Special Circumstances

- The school reserves the right to change the date or conditions of an assessment task, if necessary, to be fair to all students or because of unforeseen circumstances.
- The school reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid.
- If a problem occurs during the performance of an assessment task, the student should attempt to complete the task and afterwards request that its validity be determined by the Assessment Review Panel.

4. STUDENT RESPONSIBILITIES AND PROCEDURES

Collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. Teachers will make every effort to assist students.

For those HSC courses that have prescribed texts, topics, or project restrictions, students must ensure that they are aware of the special requirements for their particular course. Under the HSC Syllabus heading, the NSW Education Standards Authority (NESA) website publishes up-to-date information concerning restrictions and special requirements for each course.

Students are expected to make a serious attempt in completing all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

A non-serious attempt at an assessment task includes:

- Non-completion of substantial parts of a task or examination such as attempting only the multiple-choice section of an examination
- No demonstration of engagement (or minimal engagement) with the outcome/s or the task.
- Writing, performing or speaking in a frivolous, offensive or objectionable manner
- Writing answers in a language other than English (unless specifically instructed to do so) or submitting electronic tasks in a format that is unrecognisable or not approved by the teacher.

The penalty for making a non-serious attempt for part or all of an assessment task may include the recording of a zero mark for all or part of the task.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

What is HSC: All My Own Work?

All students entered for one or more Year 11 (Preliminary) or HSC courses must have satisfactorily completed the [HSC: All My Own Work](#) program, or its equivalent. This program helps you to follow good principles and practices in assessments and examinations. You will find HSC: All My Own Work on the NESAs website.

In addition, there is very important information you must read on the NESAs website in the section called [HSC Rules and Procedures Guide for students](#).

When you sign your HSC Confirmation of Entry form, you are telling NESAs that you have read, understood and agreed to follow the rules in the Rules and Procedures section.

In a subject with a submitted project or practical work, such as Design and Technology, Music 2 or English Extension 2, you will also have to certify that the work you submit to NESAs for marking is your own, and acknowledge any assistance you received. Your teacher and Principal will also have to say whether they believe the work is authentically yours.

What is cheating in a HSC assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Both the school and NESAs treat cheating very seriously. They will investigate allegations of cheating and penalise students caught cheating in any form of assessment task including assignments, written examinations and in projects or practical works.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

Q *Is it plagiarism if I copy someone else's work exactly and claim it is my own work?*
A *Definitely yes!*

Q *Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?*

A *Yes. You are using someone else's thoughts and words without acknowledgement.*

Q *Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?*

A *Yes. This is plagiarism.*

Q *Is it plagiarism if someone else proofreads my written work and changes my final draft?*

A *It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.*

Q *Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?*

A *No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.*

Q *Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?*

A *This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.*

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be in a bibliography (**see Section 16**). For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Cheating in school assessment tasks is dealt with at school. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged.

Malpractice includes:

- Exceeding time limits set for a project
- Unauthorised assistance in the completion of a project
- Failing to follow the examination rules as outlined in Section 8
- Copying (plagiarising) work from another source, be it a student, a written text or an internet site. Students must only submit **their own work** for assessment whether completed in class or at home.

Detected malpractice will limit a student's marks and jeopardise their HSC.

One or more of the following will apply:

- reduced marks for part or all of the assessment task

- zero marks for part or all of the assessment task
- an interview with the School Assessment Review Panel.
- loss of one or more courses towards the HSC award
- damage to your ability to apply for entry to TAFE or university courses or scholarships.

NOTE: the incident will be recorded on a “Mal-practice” register to be forwarded to NESAs. The school may also take further disciplinary action.

Further detailed information about plagiarism and malpractice can be found at;

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

5. COURSE COMPLETION CRITERIA

A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes
- **completed** work placement and/or practical competencies (VET courses)

To demonstrate ‘diligence and sustained effort’ students must engage with the learning of the course by completing homework and other non-assessable tasks, and actively participate in all class activities.

Principals may also determine that, as a result of absence, the course completion criteria have not been met. Clearly, absences will be regarded seriously by the school.

Students in Years 11 and 12 will be informed via school-based warning letters if their performance is causing concern in any course. School-based warnings will be issued in time for the student to address the situation. Should the student still not be meeting the requirements for satisfactory completion of a course then official NSW Educational Standards Authority (NESAs) Warning Letters will be issued to the student.

If two or more course-specific official warning letters have been issued, the Principal may make an ‘N’ (non-completion of course) determination for that course. An ‘N’ determination will mean that the course will not be listed on the student’s Record of School Achievement (RoSA) and may affect their eligibility for the award of the HSC.

An ‘N’ determination in a Year 11 course may also make a student ineligible for the award of the HSC, as they must satisfactorily complete 12 units of Year 11 (Preliminary) study.

NOTE: If a student fails to submit or perform tasks which make up more than 50% of the total assessment marks for a course, the Principal will not verify that the course has been satisfactorily studied and will award an ‘N’ determination for this course.

The student will receive a ‘Non-completion’ determination for this course and will have neither an assessment mark nor an examination mark awarded for this course.

6. WHAT HAPPENS TO THE MARKS FROM SCHOOL-BASED ASSESSMENTS

At the end of the HSC course schools submit a mark to NESAs for each student that has successfully met the course completion criteria for that course. That mark (out of 100 for a 2 unit course) is calculated from the student's performance in school-based assessment tasks, the weightings of which are published in the assessment policy for that course.

Teachers may use statistical adjustments to align the performance of the cohort in one task to their performance in another task. For example the mean and/or standard deviation of the raw scores may be adjusted before the marks are recorded for each student. Statistical adjustments would not affect the ranking of a student in a particular task.

The school-based assessment counts for 50% of the overall HSC mark. That is, the marks sent to NESAs for each student from Turramurra High School are combined with their HSC examination score to produce a final mark for the course – again out of 100 for a 2 unit course.

In the case of Board-developed VET courses the school will submit to NESAs a list of the competencies successfully attained by each student. If a student has nominated to sit for the optional HSC examination in a VET course then a school assessment mark will also be submitted to NESAs.

Mid-year enrolment

Students who enrol at Turramurra High School during the year will be assessed on the tasks completed at Turramurra High School. Their rank in the course will be calculated for those tasks which have been attempted. This ranking will be maintained and used to determine the final assessment mark.

Students repeating Year 11 or Year 12

Where a student repeats either Year 11 or Year 12 only marks from assessment tasks completed in the current year will be used.

Moderation of school submitted HSC assessment marks

To ensure students are not advantaged or disadvantaged by the patterns of marks used by their school for the assessment, NESAs institutes moderation procedures in processing schools' Assessments. These procedures are based on each school's performance in the external exam for the appropriate course.

This process retains the school's judgement in relation to the order of merit and the relative differences between students, but adjusts the assessment to a common scale for all schools to ensure state-wide comparability.

Partially for this reason students are not given their final school assessment mark as submitted to NESAs as it most likely will change following the moderation process. The students rank within the course will not change following moderation.

7. RIGHTS OF APPEAL – APPLICATION FOR SCHOOL REVIEW OF FINAL ASSESSMENT RANKING

Students are able to request a review of their final assessment ranking if they consider the school's order of merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks, or they believe that the school did not follow the procedures stated in the assessment program for that subject.

The request for review must be made within two (2) days of the issue of assessment ranks, however it is important that candidates (and parents) are aware of the grounds on which an appeal may be lodged.

There are no grounds for appeal against the individual marks awarded for assessment tasks. There will be no attempt to look into the quality of work, nor to question the judgement of any teacher in arriving at marks for assessment tasks.

The reviews carried out on appeal are limited to ensuring that:

- The weightings of the school assessment tasks conform to those in the subject assessment schedule.
- The school's procedures for determining assessments conform to its program.
- There are no clerical or computational errors.

Any appeal is therefore directed at the assessment **process**.

The Assessment Review Panel will consist of the Principal or Deputy Principal, the Head Teacher of the relevant faculty and one other senior teacher from another faculty. In the case of the class teacher being a member of the Panel another senior teacher will replace them on the Panel.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESAs.

8. EXAMINATION AND CLASS TEST RULES

Before the examination

- Students are to be in full school uniform for all exams or when at school preparing for exams.
- Attendance at Sport on Thursday is compulsory except for Year 12 students after the completion of the summer competition.
- All students should be at the exam venue at least 15 minutes before the start of the exam but they must not enter the exam room until directed by the supervising teacher.
- It is the student's responsibility to read the exam timetable correctly. **NO ALLOWANCE WILL BE MADE FOR STUDENTS WHO ARRIVE LATE OR MISS THEIR EXAM BECAUSE THEY MISREAD THE TIMETABLE.**
- Students are expected to provide basic equipment (in good working order) such as a blue or black pen, a 2B pencil and an eraser for all exams. Check with your class teacher as to any special requirements for your individual exams (e.g. calculators, protractors, drawing equipment and so on). Pencil cases are not allowed on the

student's desk. Liquid paper is not to be used in any examination and bags are to be left outside the exam room or on the stage in the MPC.

- Students who have been granted special conditions for their exam (e.g. separate supervision, rest periods, extra time, use of a computer, a writer, etc) will need to see the Learning Support co-ordinator prior to the exam period so that all supervising teachers can be made aware of these special conditions.
- No food is to be brought into the exam venue. Students with special dietary needs may seek an exemption. Bottled water may be brought to the table provided it is in a plain bottle without any writing on it.
- Students are not required to be at school when they do not have an exam scheduled. Students remaining at school between exams are expected to be mindful of the rest of the school community and are not to leave the school grounds during this time.

During the examination

- Paper will be provided for exams that require students to write their answers elsewhere other than in the exam booklet. Students are to start each new question on a new page. Their student number must be placed at the top of each page. It is useful for a student to have their own stapler to rejoin exam papers that were separated during the exam. Any spare paper is to be left in the exam room.
- All students are to remain for the full length of their exam. At the end of the exam all students are to remain seated until all papers have been collected and they are directed to leave by the supervising teacher.
- Where two or more exams start at the same time but have differing finishing times, the students leaving early must endeavour to leave quietly so as to not distract the remaining students.

Malpractice

- Due to the possibility of mobile phones and other “smart” devices such as smart watches and fitness tracking bracelets, being used to send or receive text messages students are not to be in possession of a mobile phone or smart device during an exam. All mobile phones and smart devices are to be turned off and left in the student's bag during the exam. The bag may be left at the front of the exam venue away from the desks. Students found in possession of a mobile phone or smart device during an exam may have their paper cancelled whether or not it can be proven that they were attempting to use the phone in any way. Similar restrictions apply to electronic translators and MP3 players.
- Any student caught cheating during an exam or who brings material into an examination or test room that may assist him or her may have some or all of his or her paper not included for assessment.
- No talking or other communication between students is allowed once in the exam room. Any students disrupting the running of the exam or who does not **follow instructions** from a teacher will face disciplinary action.

After the examination

- Students who miss an exam due to illness, misadventure, leave or domestic problems must see the relevant Head Teacher on the **first day possible**. Verification of the reason is to be made by way of a Doctor's Certificate or a personal visit by a parent or guardian. An alternative exam or assessment task or an estimate may be

given at the discretion of the relevant Head Teacher. Students who miss an exam without acceptable reason will receive a ZERO mark for the exam.

9. DISABILITY PROVISIONS FOR EXAMINATIONS

Students, in any year, requiring disability provisions for examinations (such as a 'reader', 'writer', extra time, rest breaks, separate supervision, large print papers, coloured paper or the use of a computer) will need to submit an application which will be assessed by our disability committee at Turramurra High. Once approved, our **Learning and Support Teacher (LaST)** staff will help to coordinate the relevant assessments and their disability provisions.

For further advice and application forms, students should contact our Learning and Support Teacher (LaST).

For Year 12 students, applications for disability provision for the Higher School Certificate examinations and assessments are reviewed by NESA in order to provide eligible students with practical support in NESA examinations and associated school based assessment tasks. Applications to NESA need to be lodged **before the end of Term 1**. NESA application forms can be obtained from the LaST staff.

For more details, refer to the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

10. ATTENDANCE AT SCHOOL DURING SCHEDULED ASSESSMENT TASKS

Unfair Advantage in Assessment Tasks or Examinations

It is considered UNFAIR ADVANTAGE if a student, **without a VALID REASON**;

- Is not in attendance at all classes the day before any assessment task or exam; or
- Arrives more than 20 minutes late to their first scheduled class on the day of an assessment task or in-class exam; and/or
- Does not attend ALL scheduled classes on the day of the assessment task or in-class exam;
- Any absence on the day prior, and/or on the day of the task, will require a medical certificate.

It is not acceptable for a student to attend school to fulfil the requirements of an assessment task **only** and not be present at timetabled lessons for that particular day.

Students found to be taking unfair advantage may be awarded a **ZERO mark** for the task, with the penalty determined by the Assessment Review Panel.

Note: During formal examination periods (yearly, Trial HSC etc) students in Years 11 and 12 are **not** required to attend normal lessons.

HSC Dance, Drama and Music Practical Examinations

Students should attend classes on ALL days other than the day of their own exam. On the day of their prac exam students should negotiate warm up time and performance time with their individual class teachers.

Excursions and Fieldwork

Some subject rules require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal.

School Leave and Assessment Tasks

Students must inform their teachers if they have reason to expect that they might be absent for an assessment task due to school commitments such as involvement in debating, sport knock-out finals, work placement etc – the dates of which are often difficult to predict and which may not be altered.

Such notice should be given as soon as possible. If a student knows in advance that he/she will be absent on the day a task is due, then the task should be handed in prior to the due date unless an alternate date has been negotiated with the relevant Head Teacher.

Students wishing to apply for leave due to events such as family holidays must be aware that such leave may not be approved if it conflicts with school assessment tasks. In such circumstances the student may be required to complete the assessment task prior to the period of leave.

When the task is to be completed in class, then arrangements must be made with the Head Teacher prior to the task. These arrangements need to be noted in writing and communicated to the student.

Any changes to the assessment process must be negotiated with Head Teachers. Please note, as per the Leave Approval Form, that marks may be affected by students taking leave even if the Principal has acknowledged that leave will be taken.

Assessment tasks scheduled while a student is suspended from school

Unless forbidden by the Principal, a suspended student may be required to **attend school for the time span only during which an in-school Assessment Task is being completed.**

If the Assessment Task is in the form of a written assignment, it must be handed to the Front Office on the due date set down. Failure to comply with the above will result in the usual penalties for lateness being awarded for the task.

Accelerated Students

Accelerated students sitting a formal examination timetabled in an afternoon session may seek leave of absence from their normal lessons in the morning of that examination. Requests for leave of absence should be made to the Deputy Principal and noted with the rolls office.

Where an accelerated student is required to sit a formal examination in a morning session, leave of absence from classes will automatically be granted for the duration of the examination, after which the student is expected to return to normal lessons.

11. LATE SUBMISSION OF WORK

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the learning process.

Printer/computer failure **is not** an acceptable reason for late submission of work.

Assessment tasks must be submitted on the due date by the end of the last scheduled lesson for the day (generally 3pm) OR as specified by the Head Teacher. Submission after this time will incur a late penalty.

Submission after this time, without a valid, verifiable reason, will attract a ZERO mark.

A formal NESA Warning letter will be issued for any non-submission or late submission of work. Students will be given an appropriate time to complete and submit the outstanding task – usually a further two weeks. Submission of work during the extended time will not cancel the zero mark originally awarded for the task. It will however lead to the NESA Warning letter being marked as “Resolved” on the Turramurra HS administration system.

There are also other important educational reasons for completing all outstanding work.

Please note: **oral tasks and performance based do not have any provision for late presentation**. A **zero mark** will be given if the student is unprepared or unwilling to present their oral task or performance at the designated time.

Request for Extension

Students are provided with the opportunity to apply for an extension if they feel they have a genuine inability to meet a scheduled due date due to **exceptional circumstances**. These applications are to be expressed in writing using the Request for Time Extension Form (see Appendix F) provided by the school. These forms are to be collected from the relevant Head Teacher and must be returned to the Head Teacher at least four (4) school days prior to the due date.

Students absent when a task is handed out cannot request or be granted an extension on the basis of that absence. Note that this includes absence due to TAFE commitments, sporting events or any other school-endorsed activity. It is each student’s responsibility to request any task notification sheets from their teacher upon their return to class.

12. ABSENCE FROM AN ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. **The consequences of not**

following these procedures may result in your application for Illness/Misadventure being rejected.

After successfully lodging an Illness/misadventure application students may be granted an extension of time to complete/submit their assessment task or may be required to complete an alternative task. The appropriate Head Teacher will determine the most appropriate option.

Only in exceptional circumstances (e.g.: where the completion of a substitute task is not feasible, would be unreasonable, or when a task is too difficult to duplicate) the Principal may authorise the use of an estimate for a task that has not been completed by the student.

Estimates will be arrived at after consultation with the Head Teacher and class teacher. They will consider a variety of indicators regarding the student's demonstrated prior performance in this subject.

Specific procedures in the case of:

1. Absence due to illness/misadventure on the day of an 'in-school' assessment task.

The student or family member is requested to contact the relevant Head Teacher at the school **on the morning the task is scheduled**. Contact can be by phone or fax. Phone 9449 4233 or fax 9983 9332

The student should obtain a medical certificate or other appropriate documentation which clearly states that the student was unfit/unable to attend school for the assessment task.

Students must report to the relevant subject Head Teacher on the morning of the **first day of their return to school** and **be prepared to complete the task on that first day if logistically possible**.

The student must complete Section A of an Illness/Misadventure form, (see Appendix D) which can be obtained from the Head Teacher or the Deputy Principal. This form, once it has been completed, must be returned to the Head Teacher within two (2) school days.

2. Absence due to illness/misadventure on the day a 'hand-in' type assessment task is due to be submitted.

In the event of absence on the due date for submission of an assessment task, the task may be submitted electronically via email or Google Classroom (**if appropriate and directed by the teacher**) - **or** may be brought to the school by a third party.

If the task was submitted late, the student or family member is requested to contact the relevant Head Teacher at the school **on the morning the task is scheduled**. Contact can be by phone. Phone 9449 4233

The student should obtain a medical certificate or other appropriate documentation which clearly states that the student was unfit/unable to attend school.

On the **first day of the student's return to school**, the student must submit the task to the relevant Head Teacher of the Faculty and complete Section A of an

Illness/Misadventure form, which can be obtained from the Head Teacher or the Deputy Principal. This form, once it has been completed, must be returned to the Head Teacher within two (2) school days.

NOTE: Technology failure or printer breakdown will not be accepted as a valid reason for late submission. It is the student's responsibility to ensure that work submitted via email, Google Classroom or stored on a USB (if listed as acceptable methods of submission) can be accessed by the teaching staff.

3. Illness/misadventure DURING an in-school assessment.

If a student becomes ill DURING an in-school assessment task the student must acknowledge his/her condition to the supervisor of the task before leaving the room and collect an Illness/Misadventure form from the relevant Head Teacher or Deputy Principal. The Illness/Misadventure form is to be returned within two (2) school days to the relevant Head Teacher.

Students need to be aware that if they commence and **complete** an assessment task, the result they achieve will be recorded. In this case, Illness/Misadventure does not apply retrospectively. If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

4. Illness/misadventure leading to absence from a formal examination.

The student or family member is requested to contact the relevant Head Teacher at the school **on the morning the examination is scheduled**. Contact can be by phone. Phone 9449 4233

The student should obtain a medical certificate or other appropriate documentation which clearly states that the student was unfit/unable to attend school for examination.

Students must report to the relevant subject Head Teacher(s) on the **first day they are well enough to return to school**. The student must complete an *Illness/Misadventure* form, which can be obtained from the Head Teacher or the Deputy Principal. This form, once it has been completed, must be returned to the Head Teacher within two (2) school days.

The Head Teacher(s) will liaise with the student and organise a rescheduling of the affected exam(s). If the missed task is during a set examination period (e.g..Yearly or Trials) the student will be required, if able, to **reschedule the exam during the scheduled exam period** as it is generally not possible to extend the examination period.

5. Group performance illness/misadventure.

When a group music, dance or drama performance cannot go ahead on a scheduled date due to the illness or misadventure of one member, the students affected need to complete an Illness/Misadventure form as a group.

This form should be returned to the relevant Head Teacher within two (2) school days. The Head Teacher will reschedule an alternative date for the performance.

The student responsible for this group illness/misadventure application must complete an individual Illness/Misadventure form outlining the nature of his/her application (illness or misadventure). Please note that this application will be considered separately to the group's application.

In all the above cases (1-5):

The Illness/Misadventure application form must be completed and returned to the relevant Head Teacher within two (2) school days of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.

Where the reason for an absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity. Only in exceptional **circumstances** where undertaking the task or an alternative task is not feasible, the Principal may authorise the use of an estimate mark.

13. OUTCOME OF ILLNESS / MISADVENTURE APPLICATION

The relevant Head Teacher will consider all illness/misadventure cases. They will judge the presented evidence and decide whether the application is to be upheld or rejected. The decision will be conveyed in writing to the student within two school days of receiving the application.

If the application is upheld:

1. The student(s) will be required to submit/complete the task/performance/exam or a substitute task at a negotiated time. The mark gained will be recorded as the mark achieved for this assessment task without penalty. OR
2. The student's performance in the task may be considered to be unaffected, and the student's original result will remain as marked. OR
3. In exceptional circumstances, where undertaking the original task or an alternative task is not possible, the Principal may determine that an estimate mark, based on appropriate evidence, will be calculated and recorded so that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period.

If the appeal is rejected then the normal penalties for lateness and/or absence will apply.

14. APPEALS REGARDING INDIVIDUAL ASSESSMENT TASKS

If a student believes there were irregularities in the application, marking or recording of results for any assessment task, the student should first discuss their concerns with the relevant Head Teacher.

The student may then decide to lodge an Illness/Misadventure application which will be considered by the relevant Head Teacher. In cases where the Head Teacher is also the class teacher involved the appeal can be lodged with the Principal and will be considered by a member of the Assessment Review Panel.

This appeals process applies in the following circumstances:

- Concern regarding a result for an individual task due to the circumstances under which the assessment task was held.
- Concern that an assessment task was marked using criteria different from the stated criteria published with the assessment task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria.
- Concern that different marking standards criteria were applied to different classes attempting the same assessment task. Again this does not include an appeal regarding professional teacher judgement in applying the marking criteria.
- Concern regarding results recorded.

15. APPEALS AGAINST THE OUTCOME OF AN ILLNESS / MISADVENTURE APPLICATIONS

If a student believes that their grounds for appeal were not appropriately addressed by the Head Teacher, they may take the matter to the school's Assessment Review Panel by completing an '**Appeal against the outcome of Illness/Misadventure determination**' form (see a sample at Appendix E)

Along with the form students must provide a copy of the assessment task, their attempt at the task and any other relevant information and lodge it with the Deputy or the Principal, within two (2) school days of receiving the outcome of their appeal from the Head Teacher. The panel will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

16. HINTS FOR ASSIGNMENTS, EXAMINATIONS AND RESEARCH TASKS

Time management is one of the single most important factors affecting success in the senior years. All students will benefit greatly from allocating time appropriately and working consistently on all assessment tasks during each course. Consistent effort will be rewarded by greater learning, higher marks and reduced stress. **Parents** are urged to become familiar with the requirements and timing of the assessment tasks to be performed and/or completed by their son/daughter to more adequately support them during this stressful time.

Assignment/research tasks should always be completed using the sub-headings given and in the order given. Students should not simply copy down information from a book or the internet and present it as their own. This is called plagiarism; copying work from another student is also plagiarism. Marks will be deducted or a zero awarded for the assignment/research task if plagiarism has occurred. The assignment/research task is determining whether students can locate, select and organise information for themselves.

Students should not rely on one source of information, as it may be biased or incomplete. Students should use at least two sources of information and they should not all be the same, that is, not all Internet sites or all books. The types of information

sources students can use include: encyclopaedias, books, the Internet, magazines, newspapers and textbooks.

Before submitting work for marking students are advised to have another person (e.g. parents) proof read and spell check an assignment.

Students should always use metric measurements. Australia is a metric country so size, weight, distance and dimension information should be given in metric measurements. If your source uses the imperial (inches, pounds) system it is a student's responsibility to change the figures unless presenting historical information or direct quotes.

All maps, pictures, diagrams or graphs should have a caption/ description/heading.

All assignments and research tasks, whether or not it is specifically stated in the instructions, should include a bibliography.

Students should make sure their name or student number (if applicable) is on all work submitted for marking. For written assignments this should be included in the header or footer of each page.

Students must read and implement the instructions for presentation of a task or assignment carefully.

If for any reason an assignment is not submitted on time students must complete an Illness / Misadventure form and submit it to the Head Teacher of the relevant course with the assignment for consideration.

Glossary of words from NESA

Account	account for, state reasons for, report on. Give an account of, narrate a series of events or transactions
Analyse	identify components and the relationship between them, draw out and relate implications
Apply	use, utilise, employ in a particular situation
Appreciate	make a judgment about the value of
Assess	make a judgment of value, quality, outcomes, results or size
Calculate	ascertain/determine from given facts, figures or information
Clarify	make clear or plain
Classify	arrange or include in classes/categories
Compare	show how things are similar or different
Construct	make: build: put together items or arguments
Contrast	show how things are different or opposite
Critically analyse / evaluate	add degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis / evaluation
Deduce	draw conclusions
Define	state meaning and identify essential qualities

Demonstrate	show by example
Describe	provide characteristics and features
Discuss	identify issues and provide points for and/or against
Distinguish	recognize or note/indicate as being distinct or different from; note differences between
Evaluate	make judgment based on criteria; determine the value of
Examine	inquire into
Explain	relate cause and effect; make the relationships between things evident; provide why and or how
Extract	choose relevant and/or appropriate details
Extrapolate	infer from what is known
Identify	recognize and name
Interpret	draw meaning from
Investigate	plan, inquire into and draw conclusions about
Justify	support an argument or conclusion
Outline	sketch in general terms; indicate the main features of
Predict	suggest what may happen based on available information
Propose	put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	present remembered ideas, facts or experiences
Recommend	provide reasons in favour
Recount	retell a series of events
Summarise	express, concisely, the relevant details
Synthesise	put together various elements to make a whole

Equipment checklist for HSC examinations

You may only take equipment listed in the NESAs equipment list into the examination room. No other equipment is allowed. Please also note:

- Mobile phones, smart devices and other electronic devices, such as organisers, MP3 players and electronic dictionaries, are not permitted in an examination room under any circumstances.
- When in the examination room, students must remove watches and place them in clear view on the examination table.
- Any equipment brought into the examination room will be subject to inspection before the examination commences.
- It is your responsibility to supply equipment that is in good working order. This includes calculators.
- Equipment failure is not grounds for an appeal under misadventure provisions.

- You are not permitted to borrow equipment during examinations.
- Supervisors will not be responsible for the safekeeping of any unauthorised material including mobile phones.

Equipment for all examinations

You are expected to provide for **all of your examinations**:

- black pens (blue is also acceptable but black is easier for markers to read)
- pencils, erasers, sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- a highlighter pen.

Equipment for specific HSC examinations

Students should check the NESAs website for the latest information concerning approved equipment required for each examination. The list also covers what NOT to bring into any examination venue.

See NESAs link below.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Guide to Bibliographies and Referencing

A common bibliographic referencing system that operates at Turrumurra High School is the Harvard system. Faculties will issue instructions with the assignment as to the appropriate system students are to use in their assignment work.

What is it?

A bibliography is a list of resources you have used in researching an assignment. It is placed at the end of your work and is organised alphabetically by the author's surname or title (if there is no author.) There are different systems of writing bibliographies. At Turrumurra, we use the Harvard System which is based on author, date, title, publisher and place of publication.

Why is It important?

- A bibliography describes the resource precisely enough to enable a reader to locate it and verify the information if necessary.
- It shows how much research you have done and how you have used the information you have found.
- It prevents you being accused of plagiarism (taking someone else's ideas and using them as you own).

How to prepare a bibliography

Follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stops after the author's initial and the place of publication and commas after surname, each name, article title, book title, publisher. The title can be underlined or written in italics.

It is a good idea to write down the bibliographic details that you need when you have the resource. Prepare a draft of your bibliography to make sure you have all you need and that it is correctly organised, before making a final copy.

Referencing or Citing in the Text

In your written work, you need to acknowledge:

1. Direct references - whenever you quote directly from any source you are using.

After the quote you include the author's surname, publication year and page number. E.g.: Dr Milton said, "....." (Milton, 1997, p34) OR (Milton et al 1997, p34) when there are two or more authors.

2. Indirect references - whenever you refer to ideas from someone else's writing (even if you are using your own words. At each point in the text that refers to a particular resource, you insert the author's surname and publication year. E.g.: James Kellaway (1997) believes that

The full bibliographic details of citations are given in the bibliography

Examples Books with one author	Dixon, J. (1988) <u>How to be a successful student</u> , Penguin Books. Ringwood. Vic.
Books with two or more authors	Leeder, S.R., Larsen, A.E. & Larsen, M.K. (1996) <u>Presenting Australia's National Parks</u> , Child & Henry, Brookvale.
Books with an editor and no author	Morgan, J. (ed.) (1993) <u>How to be a successful author</u> , Penguin Books, Ringwood.
Books with no author	<u>Penguin dictionary of synonyms</u> . (1996) Penguin. New York
Reference books	<u>The Cambridge Encyclopaedia of Human Evolution</u> . (1992) Cambridge University Press. Cambridge.
Article in a journal	Burns, S. (1989) 'There's more than one way to learn', <u>Australian Wellbeing</u> , No 33, October, pp.42-44.
Article with no author	'The Reef in Brief' (1995) <u>Wildlife Australia</u> , Autumn, pp. 18-19.
Article in a newspaper	Legge, Kate. (1987) 'Labour to cost the Keating factor', <u>Times on Sunday</u> , 1 Feb., p.2.
CD ROM	Guinness Disc of Records (CD ROM), (1996), Britannica Software, London.
Video	<u>The Great Barrier Reef</u> (video recording), (1998), Australian Videos, Adelaide
Motion picture	<u>The Comedic Fall</u> (motion picture), (1964), Englewood, New Jersey, Pratifall Releases.
Television (or radio) production	'What are we going to do with the money?' (television program), <u>Four Corners</u> , 8 August 1982,

	ABC Television.
Internet Site. The format is as follows: Author's surname, initials. (Date) Title (Internet), place of publication (if known), publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) <u>Feminism Today</u> (online), www.fem.org./feminismtoday.html (accessed 11 November, 2005).
Email - The format is as follows: Sender's surname, initials. (Sender's email address), (Day, month, year) Subject of message. email to (recipient's Email address).	Lowman. D. (deborah@pbsinc.com.au), (4, April. 1998) <u>Internet referencing, (awill@dva.gov.au).</u>
Primary source e.g. person	Interview with Nola Archer about her World War II experiences, 6 March 2020, Turramurra.
Primary source e.g. case study	Questionnaire and survey of Year 10 eating habits, June 2020, Turramurra High School.

17. YEAR 11 (PRELIMINARY) AND HSC ASSESSMENT SCHEDULES

For a complete listing of all assessment schedules for all Year 11 (Preliminary) Courses go to;

<http://www.turramurrahighschool.com.au/content/year-11>

then look for

Year 11 (Preliminary) Assessment Schedules

For a complete listing of all assessment schedules for all HSC courses go to;

<http://www.turramurrahighschool.com.au/content/year-12>

then look for

HSC Assessment Schedules

Students should receive and sign for a hard copy of the assessment schedule from their classroom teacher - for each course they are currently studying.

If for what-ever reason a student believes they did not receive a copy of the assessment schedule they should speak to their teacher immediately.

18. APPENDICES

APPENDIX A – SAMPLE ASSESSMENT TASK NOTIFICATION



Turrumurra High School

Engineering Studies - HSC Course

Topic:	Module 1 – Civil Structures
Date given:	Monday 24th October, 2021 (Week 3 - Term 3)
Due date:	Monday 28 th November
Weighting:	15%
Mark:	100

Outcomes to be assessed:

- H 2.1 determines suitable properties, uses and applications of materials in engineering
- H 5.1 works individually and in **teams** to solve specific engineering problems and in the preparation of engineering reports
- H 5.2 selects and uses appropriate management and planning skills related to engineering
- H 6.1 demonstrates skill in research and problem solving related to engineering
- H 6.2 demonstrates skill in analysis, synthesis and experimentation related to engineering

Task: For this assignment your engineering report will focus on the research, design and construction of bridges as an example of Civil Structures.

Part A - 20 marks (to be completed in teams of two)

Bridge Research

Sample Only

Prepare a report to compare the design, construction and use of two contrasting bridges. One bridge must be a well known, local bridge. It would be beneficial for your team to choose two very different bridges to enable a greater range of contrasts to be highlighted.

The report will describe **with the aid of diagrams or photos;**

- the purpose of each bridge,
- the physical characteristics and design features of each bridge,
- the construction methods and materials used.

You must demonstrate that your report is well researched. All references must be acknowledged in standard bibliography format.

The report must be completely computer generated in a **two column** format with photos of the selected bridges scanned and imported into the report and your names included in the **header** and page numbers in the **footer**..

Factors to be taken into account when completing the report include

- ◆ Readability – is the style of writing such that makes you want to read the report. Is the style of writing appropriate for an engineering report.

- ◆ Layout and formatting – is the text and font appropriate for an engineering report. Has good use been made of graphic images both in content and positioning? Have elements such as borders, shading and colour been used to good effect?
- ◆ Structure – Have the elements been organised to present the information in a logical manner? (See the syllabus for suggested headings). Are the headings used consistent with the information that follows? Are the headings presented in a logical manner?
- ◆ Spelling and grammar – Do the sentences make sense? Can spelling and grammatical mistakes be found throughout the report?

Part B - 35 marks (to be completed individually)

Bridge Design and Construction

You are to design and construct a small truss 200mm long capable of spanning a 160mm gap. Further details for this part of the assignment are contained in a separate document you will receive as an attachment.

Part C - 45 marks (to be completed individually)

In class test of theoretical knowledge

Complete an in-class 60 minute quiz on related HSC style civil engineering questions.

Penalty for lateness:

- (a) Students prevented by illness or misadventure from completing an assessment task will be assessed on a substitute task or given extended time if applicable, *providing* an acceptable explanation is given. In general, this explanation will be based on a doctor's certificate. In exceptional circumstances, an estimate may be given for the task if the setting of a substitute task would not be feasible, or difficult to duplicate. In either situation, approval is to be given by the Head Teacher. Further details are set out in the "*HSC Assessment Policy and Guidelines*" document.
- (b) It is important to remember that it is the student's responsibility to inform the relevant Head Teacher of the reason for non-completion of a task, on the first day of return to school. Failure to do so may result in loss of opportunity to undertake the task.
- (c) Any student not complying with the above requirements is to be awarded a zero mark for the task.
- (d) No marks will be awarded for an assessment task in relation to truancy, proven dishonesty or vacations taken outside normal school holidays.
- (e) If a student is absent from school, it is his/her responsibility to ask his/her teacher if a task was set during the period of absence.
- (f) If a task is handed in late, without an extension having been granted, a mark of zero will be recorded.

Failure to complete at least 50% (in assessment weighting) of set tasks will result in a non-award of this subject.

MARKING GUIDELINES & CRITERIA

APPENDIX B – SAMPLE MARKING GUIDELINES, CRITERIA OR RUBRIC

Part A

All team members will receive the same mark for this section of the assignment unless it is clearly demonstrated that a team member in no way contributed to the final report, in which case that team member will receive a zero mark. It is up to the team members to determine how the tasks, required to complete the report, are allocated to the team members.

Sample Only

19 - 20	The report reflects a depth of knowledge by clearly stating, in detail, with the aid of diagrams or photos <ul style="list-style-type: none">• the purpose of each bridge,• the physical characteristics and design features of each bridge,• the construction methods and materials used. The report must be completely computer generated in a two column format with photos of the selected bridges scanned and imported into the report and your names included in the header and page numbers in the footer .
15 - 18	The report provides a thorough coverage of all sections of the report without going into detail of some aspects of the report requirements.
11 - 14	Some sections of the report are either incomplete or are covered only in a basic manner
6 - 10	The report covers most sections only in a superficial manner. Some sections are missing
0 - 5	The report only briefly covers some parts of the report. Many sections are either missing or incomplete.

Part B

You will receive a mark between 50 and 80 if your truss does manage to support the required load. The lightest bridge that can support the load will receive 80 and the heaviest bridge will receive 50 with a sliding scale (using 'Z' scores) used to determine marks in between. Bridges that collapse before being fully loaded will receive 1 mark per 100 grams depending on the amount of time of collapse. That is they will receive a mark between 50 and 80.

Sample Only

The bridge will then be tested to destruction to determine a second mark out of 20 based on the overall strength to weight ratio of the bridge. Again the bridge with the best strength to weight ratio (specific strength) will receive 20 and the worse will receive zero. Those bridges that did not pass the first test can still do well in this part of the competition.

Size penalties. There will be a tolerance of +/- 5mm on the outside dimensions. Competitors will lose 1 mark per millimetre beyond that. As it is critical that traffic can move freely through the truss there will be no tolerance on the 70 x 70 mm internal sizes. Again competitors will lose one mark per millimetre inside those dimensions.

Your mark for Part B will be converted to a mark out of 35

Part C

Questions for the in-class exam will be HSC style questions from past HSC or Trial HSC papers. The marking scale will reflect the marks allocated to each question in the original HSC or Trial HSC exam. Your marks for Part C will be converted to a mark out of 45.

APPENDIX C – ASSIGNMENT COVER SHEET

Turrumurra High School



A cover sheet must be attached to every assessment task you submit.

SURNAME:

GIVEN NAME:

STUDENT NUMBER:

YEAR:

SUBJECT:

TEACHER:

ASSESSMENT TITLE / TOPIC

DATE DUE:

DATE SUBMITTED:

PLAGIARISM is using a part or whole of another person's work and presenting it as your own. If you use another person's work without acknowledging the source you are plagiarising.

DECLARATION

I certify that this is all my own work. I understand that plagiarism and/or late work will result in a severe penalty.

Student Signature:

.....

RECEIPT OF TASK

This is to certify that the assessment task was submitted by

(student's name) to

(teacher's signature).....on (date)

APPENDIX D

TURRAMURRA HIGH SCHOOL



Illness/Misadventure Form

Section A *To be completed by the student and handed to the relevant Head Teacher*

Student's Name: Number:

Course: Year 11 (Preliminary) / HSC
(circle)

Name of Assessment Task:

Nature of Task:
(attach a copy of the task)

Class Teacher:

Weighting: Date Due:

Outline reasons for this application for Illness/Misadventure and attach relevant documentation.

.....
.....
.....
.....

Parent/Carer Signature: Date:

Student Signature: Date:

You will be informed of this decision within two school days of lodgement of this misadventure application.

If you are not satisfied with the determination you may appeal to the Assessment Review Panel within two (2) school days of receiving this notification. Appeals may be lodged with the Principal.

Section B *To be completed by the Head Teacher*

Head Teacher's Name:

Faculty:

Course:

Receipt date of Illness/Misadventure form:

Head Teacher Determination: (Tick appropriate actions)

- Task to be accepted without penalty
- Missed task to be completed on (date)
- Alternative task to be completed on /by (date)
- An estimate to be awarded
- A zero mark to be awarded
- Extension granted. Due date:

Comments:

.....

HT Signature: Date:

Section C: Student acknowledgement of Head Teacher decision

Student declaration: *"By signing this acknowledgment, I accept the decision of the Head Teacher"*

Student Signature: Date:

If you **disagree** with the decision and wish to lodge a referral to the Assessment Review Panel, complete form Appendix E:

"Appeal against the outcome of Illness/Misadventure determination"

Referral to the Assessment Review Panel should occur within 2 school days of receiving the Head Teacher appeal decision. (Sections A, B and C must be included together with all relevant material)

Original to be filed in Student file

Copy to Head Teacher

Copy to Year Adviser

Copy to parent/student

APPENDIX E

TURRAMURRA HIGH SCHOOL



Appeal against the outcome of Illness/Misadventure determination

Section A *To be completed by the student and handed to the Principal*

Student's Name: Number:

Please attach a copy of the original Illness / misadventure application form and any supporting documentation

Reason/s for referral to Assessment Review Panel

.....
.....
.....

Section B *To be completed by the Assessment Review Panel*

Panel composition:

Chairperson:

Member 2:

Member 3:

Panel decision: Appeal upheld OR dismissed

Resolution:.....
.....
.....

Outcome of Appeal communicated in writing to student on: _____

Copy to: Panel/Relevant Head Teacher /Student/Parent/Carer/Student File

APPENDIX F

TURRAMURRA HIGH SCHOOL



Request for Time Extension

Section A *To be completed by the student and handed to the relevant Head Teacher at least four (4) days before the original due date of the assessment task*

Name:

Course: Year:

Class Teacher:

Name of Assessment Task :

Original Date Due: Weighting:

Reason for application: (attach supporting letter or documentation as necessary)

.....
.....
.....

Signed (Student) : Date:

Signed (Parent) : Date:

Section B *To be completed by the Head Teacher*

Head Teacher's Comment and Decision:

.....
.....

Extension Granted – new due date:

Extension denied

Signed (Head Teacher) : Date: