

**Turrumurra High School**  
**Assessment Policy and Guidelines**  
**Year 11 (Preliminary) and HSC**  
**Revised: October 2024**



**Assessment at Turrumurra High School**

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. Effective assessment is integral to teaching and learning. The main purpose of assessment is to give students opportunities to produce work that leads to development of their learning, so we all can see their growth and achievement and design future learning. Assessment can also enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

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# Assessment at Turramurra High School

## Learner-centred

Allows students opportunity to demonstrate what they know, understand and can do.  
Assessment is differentiated, with a variety of strategies to provide opportunities for all students.

## Growth-focused

Provides information about student progress and achievement identifying areas for improvement.  
Assessment demonstrates areas of strength and need.

## Transparent

This ensures expectations are communicated to students by outlining learning intentions, success criteria and curriculum connections.

## Meaningful

Assessment strategies are linked to and reflect the syllabus outcomes.  
Meaningful assessment allows subject specific knowledge and skills to be assessed.

## Valid and Reliable

Assessment strategies reflect the actual intention of teaching and learning activities based on syllabus outcomes and measure student's achievement of those outcomes.

## REPORTING ON STUDENT PROGRESS AT TURRAMURRA HIGH SCHOOL

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Turrumurra High School provides written student progress for each Year group twice a year.

Each course report contains information about a student's application, learning and progress, an indication of the overall achievement level in each course in Years 7 – 10 or a mark and course rank for Years 11 and 12. Also included is a comment from the class teacher highlighting strengths and areas for improvement.

Student progress review evenings are scheduled for each year group with dates advised on the school website and by email. These evenings are held to allow parents and teachers a short time to discuss student progress. Parents are encouraged to contact the school to make an appointment if a longer meeting time is required.

Good reporting practice takes into account the expectations of the school community and system requirements, particularly the need for information about standards that will enable parents to know how their children are progressing.

Standards of achievement are made explicit through the student work samples in all courses. These work samples are found at <https://arc.nesa.nsw.edu.au/> and are a valuable resource for student learning.

## SCHOOL RESPONSIBILITIES AND PROCEDURES IN ASSESSMENT

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For each course the school has developed an assessment program which:

- outlines the requirements for satisfactory completion of the course
- states the number and type of tasks to be completed during the semester/year
- lists the schedule of tasks
- states the weighting of each task
- clearly states date of completion or due date of task
- states the tasks used to determine the assessment result included in the semester one progress report and final report for the year
- each assessment goes through a checking process through subject coordinators and Head Teachers for each subject.

An Assessment Schedule will be distributed to each student at the commencement of the course. For each assessment task, students will be given a written notification at least two weeks in advance of the task. For **Formal Examinations**, a written timetable will be issued approximately two weeks prior to the commencement of the examination period. 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. *No assessment tasks will be scheduled in the week before any formal examination period.*

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## **VET ASSESSMENT TASKS - ADDITIONAL CONTENT IN APPENDIX C**

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### **Competency- based assessment**

The Hospitality Curriculum Framework course is competency based. NESAs and the VET Quality Framework require a competency approach. Competency is achieved on a range of evidence in a variety of forms. Competence includes all aspects of work performance, problem-solving and capacity to apply skills and knowledge. Students will be deemed either competent or not yet competent.

### **Hospitality HSC examination**

Students can choose to sit for the external HSC examination and include their mark in the calculation of the ATAR. These students must be entered for both the Hospitality Course and the examination in Schools Online. Schools will submit an estimated mark to NESAs. This estimate will only be used in the event of a claim of misadventure.

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### **ACKNOWLEDGEMENT OF RECEIPT OF ASSESSMENT TASK**

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Students will acknowledge receipt of the schedule via Google Classroom or by signing for a hard copy. When assessment tasks are submitted by the student, the class teacher will return an acknowledgement receipt to the student where required. Students may be asked to include an Assessment Cover Sheet which can be found in Appendix B. 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.

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### **MULTIPLE CLASSES FROM THE ONE COURSE**

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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, benchmark setting, and statistical moderation.

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

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### **FEEDBACK**

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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. Feedback will be given in a timely manner to ensure relevance and explicit improvement.

## **DISABILITY PROVISIONS**

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Schools are responsible for determining and approving [adjustments for all school-based assessment tasks](#). NESAs determine special provisions for the Higher School Certificate examinations. Applications may be made by students for the RoSA, Year 11 and Higher School Certificate according to procedures determined by the NESAs. The coordinators of these applications are the Head Teacher Wellbeing and the Learning and Support Team.

Students who wish to apply for Disabilities Provisions should see a member of the Learning Support Team. When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. Students and parents should be aware that there is no guarantee NESAs will grant the same provisions as those given at school.

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

For more details, refer to the NESAs website:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions>

## **STUDENT RESPONSIBILITIES AND PROCEDURES AND DUE DILIGENCE TOWARDS TASKS**

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Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

### **SUBMISSION OF ASSESSMENT TASKS**

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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 teaching and learning process.

Computer/printer malfunction or disruption, or corruption of technology, such as a damaged thumb drive and internet issues are not acceptable reasons for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date by the end of the last scheduled lesson for the day 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, may attract a ZERO mark.

A formal NESAs 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. Submission of work during the extended time will not cancel the zero mark originally awarded for the task. It will however lead to the NESAs Warning Letter being marked as "Resolved" on the Turramurra High School administration system.

Please note: oral and performance based tasks 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 or performance task at the designated time.

**Students absent when a task is handed out** cannot request or be granted an extension on the basis of that absence. 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.

Completion/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. You should liaise with the respective course Head Teacher if there is a possibility you will be absent for an examination. This needs to be completed before the commencement of the examination. In addition, you will need to complete an Illness/Misadventure Application to formalise the decision.

All students are required to submit each item of assessment according to the course assessment schedule. Where a task is not submitted by the due date, students must complete an Illness/Misadventure Application, found on the school website. Use link - "Staff, student and Parent," and scroll down to "Illness/Misadventure Application".

[https://turramurra-h.schools.nsw.gov.au/content/dam/doi/sws/schools/t/turramurra-h/policies/230818\\_Flow\\_chart\\_and\\_section\\_A\\_combined.pdf](https://turramurra-h.schools.nsw.gov.au/content/dam/doi/sws/schools/t/turramurra-h/policies/230818_Flow_chart_and_section_A_combined.pdf)

NESA rules and procedures for HSC examinations can be found at

<https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures>

## **ILLNESS/ MISADVENTURE OR AN UNAVOIDABLE SCHOOL EVENT ON THE DAY OF A SCHEDULED ASSESSMENT TASK**

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Appropriate arrangements are in place to prevent disadvantage to a student.

It is important to note that set procedures must be followed for 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 application being rejected.**

A student must complete and submit an Illness/Misadventure Application and notify the Head Teacher of the course either by a phone call to the school (02 9449 4233) or an email. **This should be completed within two (2) days if a student is absent from an assessment task, or unable to complete an assessment task by or on the due date.**

It is the student's responsibility to:

- contact the school and the relevant Head Teacher of the course concerned
- complete an Illness/Misadventure Application online, found on the school website, or download a copy and submit the completed application by email or in person to the relevant **Head Teacher/s within 2 school days of the due date** of the assessment task.

It is important this form is returned promptly to the Head Teacher involved so that a determination can be made.

After 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 relevant Head Teacher will determine the most appropriate option. The determination should be received within 2 days of receipt of the application.

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:

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#### 1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

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- The student or family member must contact the relevant Head Teacher at the school (02 9449 4233) **on the morning the task is scheduled.**
- The student should obtain a medical certificate or other appropriate documentation which clearly states the specific dates and the reason that the student was unfit/unable to attend school.
- Students must contact the Head Teacher on the morning of the **first day of their return to school to make arrangements for the missed task. Students must be prepared to complete the task on that day if required.**
- Year 11 Yearly Examinations and Year 12 HSC Trials- if a student arrives more than one hour after an exam has started, they will not be permitted into the room. Students must see the Deputy Principal immediately.
- HSC formal examinations have specific procedures that must be followed. Please see the information in the link below.  
<https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions/special-consideration-illness-misadventure>

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#### 2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY A 'HAND-IN' TYPE ASSESSMENT TASK IS DUE TO BE SUBMITTED

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- 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 phone the relevant Head Teacher at the school on the morning the task is scheduled. The student should obtain a medical certificate or other appropriate documentation which clearly states the specific dates 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 submit an Illness/Misadventure application.



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### 3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

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- 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.
- The student must complete an Illness/Misadventure application, which can be found on the school's website, within two days of the missed task. This is to be completed electronically where possible and emailed back to the Head Teacher.
- The Head Teacher will complete the form within 2 days of receipt and a copy will be emailed to student and parent/carer.

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.

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### 4. GROUP PERFORMANCE ILLNESS/MISADVENTURE

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When a group performance (such as music, dance or drama) 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 application 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 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 (1-4):**

The Illness/Misadventure application form **must be completed and returned to the relevant Head Teacher within two (2) school days of the missed assessment task**. 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.

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### OUTCOMES OF ILLNESS/MISADVENTURE APPLICATION

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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 by email reply of the completed Illness/Misadventure application to the student and guardian 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.

## **LEAVE FROM SCHOOL AND ASSESSMENT TASKS**

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**Students should not take holidays or extended leave during the school term. The Department of Education discourages students taking leave during the school term. The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy.**

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 or similar; where the dates are often difficult to predict or unable to be altered.

Such notice should be given as soon as possible and an Illness/Misadventure Application submitted if the student will be unable to attend an assessment task or examination. 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 will impact on student results for any missed assessment tasks as separate arrangements for assessment tasks may not be possible. The student must submit an Illness/Misadventure application before leave. The Head Teacher will make a determination and respond within TWO days of receipt.

**Student marks may be affected by students taking leave even if the Principal has acknowledged that leave will be taken.**

## **EXPECTED ATTENDANCE AT SCHOOL DURING SCHEDULED ASSESSMENT TASKS**

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### **UNFAIR ADVANTAGE IN ASSESSMENT TASKS OR EXAMINATIONS**

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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 (including before school) 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 may be awarded a **ZERO mark** for the task if the above criteria are determined.

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

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### **HSC DANCE, DRAMA AND MUSIC PRACTICAL EXAMINATIONS**

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

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### **EXCURSIONS AND FIELDWORK**

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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 and submit an Illness/Misadventure application. The granting of a concession is at the discretion of the Principal.

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### **ASSESSMENT TASKS SCHEDULED WHILE A STUDENT IS SUSPENDED FROM SCHOOL**

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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. An exemption may be granted for suspended students to attend school for rehearsals for a group performance assessment.

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

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### **MALPRACTICE AND NON-SERIOUS ATTEMPT**

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The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the Year 11 RoSA and HSC. Throughout the assessment process, the highest level of honesty is required.

All students must complete HSC All My Own Work prior to commencing Stage 6 courses.

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.

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## NON-SERIOUS ATTEMPTS

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HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate.

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.

*Some example of a non-serious attempt at an assessment task includes:*

- frivolous or objectionable material
- only multiple-choice questions are attempted
- 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.

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## MALPRACTICE

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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 (See appendix A for further information). This program helps you to follow good principles and practices in assessments and examinations. You will find HSC: All My Own Work on the NESA website and further information is available in Appendix A of this policy.

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

Academic malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Academic malpractice in school assessments is a serious offence. Academic malpractice may affect the order in which students are ranked and distort the moderation process applied to internal assessment marks.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of Year 11 RoSA and the HSC.

*Academic malpractice may include, but not limited to:*

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially

- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- submitting work previously created by other students
- students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

In the case of **suspected malpractice**, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

In a subject with a submitted project or practical work, such as Design and Technology, Music 2, Science Extension 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.

Should malpractice be suspected, the student:

- will be informed of the allegation
- will be required to present evidence to an Assessment Review Panel (this panel will take place within five school days)
- will be required to demonstrate that all unacknowledged work is entirely their own.

The panel will include three members of the school executive, not necessarily from the faculty in which the case has arisen.

NOTE: Students determined to have been involved in malpractice in relation to any assessment task, including exams, may expect to receive a zero mark for that task.

Any incidents of academic malpractice will be recorded on a “Malpractice” 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>

## **COURSE COMPLETION CRITERIA**

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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 has 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 (NESA) 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 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.

## **APPEALS AGAINST THE OUTCOME OF AN ILLNESS/MISADVENTURE APPLICATION**

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If a student believes that their grounds for appeal were not appropriately addressed by the Head Teacher, they must write to the Principal to request a review. The student must provide a copy of the assessment task, their attempt at the task and any other relevant information including the grounds for appeal and lodge it with the Principal, within two (2) school days of receiving the outcome of their appeal from the Head Teacher. The decision regarding the appeal will be communicated as soon as possible. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

## **APPEALS REGARDING INDIVIDUAL ASSESSMENT TASKS**

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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 Deputy Principal and will be considered by Senior Executive staff.

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.

## **APPLICATION FOR SCHOOL REVIEW OF FINAL RANKING**

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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.

A panel consisting of the Principal or Deputy Principal, the Head Teacher of the relevant faculty and one other senior teacher from another faculty will consider the appeal. 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.

## APPENDICES

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### APPENDIX A - ALL MY OWN WORK (AMOW)

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HSC: All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for entry into a Preliminary and/or Higher School Certificate (HSC) course, and for the award of the HSC, all students must complete AMOW or its equivalent. Students studying a full Stage 6 Life Skills pattern of study are not required to complete AMOW.

#### **The HSC: All My Own Work consists of five modules:**

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

#### **What is included in the HSC: All My Own Work Program?**

The HSC: All My Own Work Program is divided into five modules, each of which is organised around five or six focus questions, each module includes:

- information, scenarios and quiz items
- a summary of key information, issues and strategies
- frequently asked questions
- a list of resources for further information, including links to relevant websites
- a quiz (that includes all quiz items incorporated in the module).

#### **How is HSC: All My Own Work related to HSC eligibility?**

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent before the completion of year 10. This requirement excludes students who are only entered for Stage 6 Life Skills courses or board endorsed courses. Although, the program would still be available as an option for these students if this was seen as appropriate by the school.

#### **What are the objectives and outcomes for HSC: All My Own Work?**

The values and attitudes students will develop through completing the HSC: All My Own Work program are:

- a commitment to principles of good scholarship, academic honesty and ethical practices
- respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.



**APPENDIX B – ASSESSMENT COVER SHEET**

**Turrumurra High School**

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



**NAME:**

**STUDENT NUMBER:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**SUBJECT:**

**TEACHER:**

**ASSESSMENT TITLE / TOPIC**

**DATE DUE:**

**DATE SUBMITTED:**

**DECLARATION**  
I certify that this is all my own work. I understand that malpractice 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) .....

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## APPENDIX C - ASSESSMENT IN HOSPITALITY

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For HSC VET courses, assessments may involve confirming whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency and determining eligibility for Australian Qualifications Framework (AQF) VET qualifications.

For students who have completed the Hospitality (240 indicative hours) course and undertake the HSC examination, the HSC Record of Achievement will show: an **examination mark** derived from the HSC external examination; an **HSC mark** equal to the examination mark and a **performance band** determined by the HSC mark.

Student performance in the HSC examination is also reported against standards on a course report. The course report contains a performance scale describing levels (bands) of achievement, a HSC mark located on the performance scale, and an examination mark. The course report also shows, graphically, the statewide distribution of HSC examination marks of all students who undertake the examination.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

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### Competency-based assessment

The courses can only be delivered by a Registered Training Organisation (RTO) and for Turrumurra High School 2025, this is The New South Wales Department of Education RTO 90333. Assessment must meet the requirements of the [\*SIT Tourism, Travel and Hospitality Training Package\*](#).

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

The unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.

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### Assessment requirements

To achieve an AQF VET Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the national Training Package.

Assessment requirements are detailed in each unit of competency and include performance evidence, knowledge evidence and assessment conditions.

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## **The Hospitality HSC examination**

Students who have completed the Hospitality (240 indicative hours) course are eligible to sit for the Hospitality HSC examination. Students who want to sit for the Hospitality HSC examination must be entered for both the Hospitality course and the Hospitality examination in Schools Online.

Students who undertake this examination can have their HSC examination mark contribute to the Australian Tertiary Admission Rank (ATAR). The Hospitality HSC examination mark can contribute up to 2 units towards the calculation of a student's ATAR. Further information about the ATAR is available on the [Universities Admission Centre \(UAC\) website](#).

## **Estimated examination mark**

NESA requires schools/RTOs to submit an estimated examination mark for all students entered for the Hospitality HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal. Refer to the NESA [Assessment Certification Examination \(ACE\) website](#) for further information.