



Glenwood High School



Year 10 Assessment Policy

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Introduction

The successful completion of Year 10 marks four years of secondary schooling. It is an important milestone and represents a significant achievement for students as they prepare to enter the final years of high school. At the successful completion of Year 10, students will be eligible to receive the NSW Education Standards Authority (NESA) credential of the Record of School Achievement (RoSA).

Under RoSA credentialing, students are required to attend school, apply themselves, complete coursework and all assessment tasks to the best of their ability and have a positive attitude towards their learning. The only difference is that Year 10 students no longer complete formal examinations from the NESA at the end of the year.

At Glenwood High School, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. There are many different types of assessment tasks including topic tests, practical work, presentations, pieces of writing, art works, bookwork, comprehension exercises, research projects, computing skills and major assignments.

Each faculty has its own method of assessment to measure student performance within each course. Student performance is measured against 'course performance descriptors' designed by NESA to indicate to teachers how to grade student work. Teachers use these course performance descriptors to measure student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

Glenwood High School will provide students with support, but students must remember that to achieve their very best, they need to make a commitment to succeed. Failure to complete coursework, submit an assessment task or to make a serious attempt at coursework or an assessment task **will** result in a warning being issued. Persistent failure to complete tasks or coursework may result in the student failing to complete the Stage 5 curriculum. This may deem them unable to move into Stage 6 studies.

It is very important that you read this information carefully. If you have any questions, please ask the relevant Head Teacher, speak with the Deputy Principal or talk to your Year Adviser.

Further information on RoSA credentialing can be obtained on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

Mrs Sonja Anderson
Principal

Ms Belinda Young and Mrs Ruth Fleurant
Deputy Principals

“Students must remember that to achieve their very best, they need to make a commitment to succeed.”

Completion of Year 10

Eligibility

The Record of School Achievement (RoSA) is a cumulative credential that will be awarded by NESA to eligible students as they leave high school. Students need to satisfy the following mandatory course requirements for Year 10.

Students are required to study courses in Years 7-10 in:

- English;
- Mathematics;
- Science;
- History;
- Geography; and
- Personal Development, Health and Physical Education.

During Years 7-8, students are also required to study courses in:

- Creative Arts;
- Technology and Applied Studies; and
- Languages Other Than English.

During years 9-10, students are also required to study an additional 400 hours of elective courses.

It is also a NSW Department of Education requirement that students participate in sport.

In addition, students must:

- participate in courses of study and be accepted by the NESA as having satisfactorily completed those courses of study; and
- attend school until the final day of the school year.

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:

- a) **followed** the course developed or endorsed by NESA;
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Satisfactory completion of each course is judged, among other things, by student attendance and level of involvement in class, the assessment tasks, completed coursework and the student's level of achievement.

RoSA Credentialling

A cumulative credential – recognising all your academic achievements

Instead of reporting the student's results only at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show a student's Year 10 grades, as well as the grades assigned for their Year 11 (Preliminary) courses that have been successfully completed. If the student starts a Year 11 course but leaves school before completing it, the student's RoSA will show evidence of their enrolment.
- A student's RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If students transfer from one school to another at the end of Year 10 the student will not receive a formal RoSA credential, as the RoSA is available for school leavers only.
- To receive a RoSA, students will need to meet the completion criteria for all courses.
- A student will be able to request a RoSA through the school when the student formally leaves school.
- If a student has completed any Life Skills courses the student will receive a Life Skills Profile of Student Achievement at the same time as a RoSA. On leaving, the RoSA will be available via their NESA Students Online account.

Fair grades for everyone

The RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all courses in Year 10 and Year 11 will be based on the students' results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used in the school.
- The RoSA credential will report on a students' achievements in Stage 5 courses, using A to E grades.
- Teachers are very experienced already in determining grades based on school based assessments. NESA provides further support and resources to make sure grades are assigned fairly and consistently from school to school.

HSC Minimum Standards Test

As of 2020, students will need to meet the minimum standard in NESA online testing in reading, writing and numeracy to receive the award of HSC. This is separate to the NAPLAN external examinations students will complete during Year 9. Students will have the opportunity to undertake these online tests from Year 10. Achievement of the minimum standards in these tests will result in students receiving the award of the HSC credential rather than a RoSA following their Stage 6 studies. These tests enable students to have a supplementary assessment of these key areas which they can demonstrate to employers, further educational training providers, etc.

The standard is set at Level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and numeracy skills needed for everyday tasks and future learning after school. It includes skills for tasks such as following safety instructions in equipment manuals, understanding a mobile phone plan, creating a personal weekly budget and writing a job application.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for the award of the RoSA.

- If a student is undertaking one or more courses based on Life Skills outcomes and content the student will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes achieved in each course.
- The Profile of Student Achievement will be issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can access a record of outcomes achieved via [Students Online](#).
- If a student wants to access the Profile of Student Achievement before leaving school the student will be able to download an electronic record of it from [Students Online](#). To access Students Online you will need a PIN number and email address. See your deputy principal for further information.
- Life Skills outcomes will be shown on the profile as:
 - o Achieved – for outcomes that have been achieved independently
 - o Achieved with support – for outcomes that have been achieved with additional support.

Recording extracurricular achievements

All students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing White Card or First Aid courses, Vocational Education Training (VET) or TAFE Vocational Education Training (TVET) in schools.

A USI is a reference number made up of numbers and letters. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life. The USI is linked to the National Vocational Education and Training (VET) Data Collection, and this means an individual's nationally recognised training and qualifications gained anywhere in Australia, from different training organisations, will be kept all together.

Students undertaking any of these courses at school will be asked to go to <http://www.usi.gov.au/create-your-USI/Pages/default.aspx> to create their own Unique Student Identifier. To learn more about USI visit <http://www.usi.gov.au> for more information.

Reporting of courses

The RoSA outlines the courses studied in Stage 5 (Year 9 and Year 10), the indicative hours of each course (100 hours or 200 hours), the grade (A-E) and the course performance descriptor awarded by the school. It is also expected to indicate where course requirements have not been met.

Grades are determined by relating each student's achievement to a set of [course performance descriptors](#) developed by NESA. They indicate a student's full range of achievement in each course, providing a detailed report of the student's overall performance.

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. Throughout Stage 5, students are given assessment tasks that provide them with the opportunity to demonstrate what they know, understand and can do and, in this sense, assessment is integral to teaching and learning.

In setting activities or tasks, teachers have given careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, teachers will build a profile of the achievement for each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of student achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

Applying the Course Performance Descriptors

Course performance descriptors are used as an assessment and reporting tool to assist teachers across NSW in making sound and consistent judgements about overall student achievement at the end of a course.

Course performance descriptors are a series of positive statements which summarise observable and measurable features of student achievement and assist teachers to award final grades to students based on descriptions of typical achievement from elementary to advanced.

Course performance descriptors describe the main features of a typical student's performance at the end of Stage 5 studies. The areas of assessment consist of the knowledge and skills objectives from the syllabus. Attitudes and values are not assessed for grading purposes. They are nevertheless an important part of the teaching and learning and may be included separately in school reporting.

The five descriptors describe different levels of student performance. In using these descriptors, schools 'match' each of their students to the descriptor which best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student. All course performance descriptors can be downloaded via [the NESA website](#), through each respective subject's page.

Academic Review Process

Throughout the year, teachers are requested to obtain information (copies of letters, attendance records, etc.) and submit current concerns for students in Year 10. This information is collated across the school and warning letters are sent by the school with requests for improvement. Parent interviews are conducted for students most at risk and agreed plans for student improvement are put into place with consequences for no improvement clearly outlined.

Absence during the year

Principals may grant students leave for legitimate reasons such as illness or physical injury. If leave has been granted during the year there will be no impact on course completion requirements, provided that the student has completed compensatory assignments during the period of absence and has been able to catch up on missed work by their return to school.

If absence is prolonged and work is not possible during the period, the principal may judge that it is not feasible to make up the work during the year.

Any extensive period of unexplained absence may result in the non-completion of a course and may impact on a student's eligibility to commence Year 11 studies.

Final date for attendance

It is a requirement that Year 10 students attend school until the final day of the school year as determined by the school system or principal, unless an exemption has been granted by the principal. If you leave before the last day of Year 10 without an exemption or approval, you may not be allowed to commence Year 11 studies. Unauthorised early departure from school in Year 10 may also jeopardise entry into Preliminary and HSC courses in Years 11 and 12.

Further advice

The class teacher, the relevant head teacher, year adviser, deputy principal and principal will give you all possible assistance if you ask for it. It is the **student's responsibility** to ask for the help. Ultimately it is the student's **attendance, application and attitude** that will determine their level of success.

Procedure for submitting assessment tasks

Assessment tasks take precedence over all other school and personal activities, including excursions, competitions and sporting events. Under special circumstances and for valid reasons only will the principal or deputy principal grant an exemption. This does not include family outings.

Assessment tasks must be handed in **personally to the class teacher or faculty head teacher** only (not a casual teacher or another teacher in the staffroom) on the due date during the period in which the lesson is timetabled, unless otherwise specified.

In the case of submitted tasks, **students will be expected to email the task on the due date by 9.00am to glenwood-h.school@det.nsw.edu.au**. If the assessment is a **Turnitin task**, students are expected to **submit through their account on the due date by 8:30am**. It is the student's responsibility to ensure the Turnitin task has been successfully submitted by the specified due date and time. This involves the student uploading their task and clicking CONFIRM at the final stage AND ensuring they have received the Turnitin submission confirmation email.

Technology

When submitting technology based work it is the student's responsibility to ensure it is compatible with the equipment and programs to ensure it is compatible with the equipment currently available within the school. You should also supply the teacher with a printed copy of the task (unless other provisions have been made by the teacher). **Technology and computer problems (e.g. broken computer, faulty discs, and printing issues) will not be accepted as valid excuses for late work.**

Students are solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. Students should **save their files in multiple locations** including emailing themselves or saving documents in 'cloud' services. **It is unacceptable for a student to cite technological failure as a reason for an appeal when the student could have saved their work in other locations.** Students must retain electronic copies of their work until the submitted task and results are returned by the teacher.

Multiple assessment tasks

There is an assessment calendar you need to fill in at the end of your assessment schedule document to check how many tasks you have. If you have more than four in one week (excluding examination periods), you need to see your classroom teacher or the faculty Head Teacher, who will consider changing the dates. This needs to be done with either the relevant head teacher or the deputy principal when you **first** receive this handbook.

Extensions

The deputy principal, may grant an extension of time, but only under extenuating circumstances. No teacher will grant an extension of time as this is unfair to other students. If applying for an extension under extenuating circumstances, the application must be submitted as soon as the circumstances become apparent. Applications received in the week of submission may be declined due to short notice.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. Any instances of cheating, gross disruption, disobedience, copying or submitting work other than one's own (in the class teacher and head teacher's view), will receive **ZERO** marks. Use of any type of software assistance, for example AI software, is considered malpractice. An appeal can then be lodged if necessary.

If the appeal is rejected, the **ZERO** score remains. If the appeal is upheld, the task will receive the result it was assigned when being marked.

Feedback and queries on results

Teachers will provide you with meaningful and helpful advice when assessment tasks are returned. This may include marks, grades, rankings, written or verbal comments, etc. Students should make careful note of this advice as a guide for improving your performance. Following the completion, submission and marking of an assessment task, students will receive clear feedback on their performance. This advice should indicate:

- Student's level of attainment in the task relative to the outcomes

However, although you will be given your final ranking, teachers are not permitted to disclose your final mark. Mistakes in marking can only be corrected at the time your assessment tasks are returned to you.

Explained absence for an assessment task

Any student absence (lateness or full day) which prevents a student from completing or submitting a task at the start of the lesson on the due date is subject to the appeal process. The student completes or submits the task but receives **ZERO** marks until the appeal is considered.

For a short term absence, where a student has been genuinely sick on the due date, or day of the assessment task, a **medical certificate** must be given to the relevant Deputy Principal with a completed *Assessment Task/ Examination Appeal Form*, on the first day of return to school. The student will still be required to complete the task or a substitute task. Forms are available from the deputy principal or online via the school's website or internet version of this booklet.

Where a student has an accident or other misadventure, a statutory declaration or a doctor's certificate must be given to the appropriate deputy principal with a completed *Assessment Task/ Examination Appeal Form*, on the first day of return to school. In the case of an examination or in-class task, the student will be required to complete the task or a substitute task on the day of your return. If absent on the day an assignment is due, students are expected endeavour to submit assignments via email or Turnitin.

In all cases, **the appeal paperwork must be collected from the relevant deputy principal on the first morning of the day of return to school after the absence, with all required evidence provided including; a Doctor's certificate and/ or statutory declaration. A student must be prepared to sit or submit the assessment task on the day of return to school or they will be awarded ZERO marks for the task. All medical certificates must cover the entire time of absence from school and not simply the day the task was due for submission or administration. Subsequent doctor's certificates covering the same period of absence must be from the same medical centre.**

In rare cases, such as extended illness, it is possible for the school to give an estimate for a missed assessment task. This can only be considered if the deputy principal has been provided with the relevant documentation. The same procedures apply as described in the points above with the difference being it should be done **as soon as the parent/caregiver is aware of the circumstances. Applications submitted after this will not be considered. Immediate communication with the school is essential.**

If leave has been granted, please check any conditions listed on the application form.

Unexplained absence for an assessment task

If you are absent for an assessment task and your absence is unexplained, you will receive **ZERO** for the task, however, the task must still be completed and submitted as NESA requires students to apply themselves with diligence and sustained effort to all tasks; **an N-Award (non-completion of course requirements) Warning Letter** will be sent home and the task will need to be redeemed to avoid a possible N-Determination for the course being studied.

Conduct during examinations

Examinations are an important part of your progress through school. They help in gauging your progress and, in almost all cases, are an integral part of the assessment process in the school. The following are guidelines that outline student responsibilities and general organisation for major examinations at Glenwood High School.

Students:

- must supply a medical certificate to cover absence from an examination;
- should ensure they have all the necessary equipment for each examination;
- must complete an Illness/ Misadventure form the morning of their first day back at school;
- must not borrow equipment in the examination room;
- are not permitted to leave during the examination.

Required behaviour

To be fair to all students attempting to complete their examination, strict rules governing behaviour are necessary. **DISRUPTIVE BEHAVIOUR OF ANY SORT WILL RESULT IN REMOVAL FROM THE EXAMINATION AND A ZERO MARK WILL BE AWARDED:**

- No food, drink, digital devices or mobile phones are permitted in the examination room;
- Only equipment needed for the examination should be taken into the examination venue. All other materials (including magazines and novels) are not permitted;
- Electronic devices such as an organiser, dictionary or computerised watch are not permitted into the examination room, unless approved by the NESA;
- Students must not attend a test while under the influence of alcohol or illicit drugs;
- Students should comply with the school rules governing the wearing of hats inside the examination room;
- Once seated, students should remain silent, face the front and not communicate with other students without the permission of an examination supervisor;
- Students must behave in a way that is not likely to disturb the work of any other student or upset the conduct of the test;
- Students must make a serious attempt at answering all questions in the test;
- Non-serious attempts at any examination will not be marked. In addition, examination papers with offensive writing or graffiti will not be marked;
- Students will not be permitted to leave the examination room for the toilet. If a student has a medical issue which makes this necessary, medical information should be provided to the Deputy Principal in advance of the examinations, in order for the required accommodations to be made.
- Students must stop writing when advised to by the supervisor.
- Test material cannot be removed from the test room.
- All work produced for marking in examinations must be the students original work.

Malpractice and breaches of examination rules

Students who are caught cheating, that is bringing into the examination room notes, devices or non-approved calculators, will receive a mark of zero. Students will still be required to complete the examination in order to assess their learning. Students that are disruptive in an examination room will be removed from the venue, receive a mark of zero and complete the exam with the relevant Head Teacher.

Non-serious attempts at examinations

Non-serious attempts in examinations are identified during the marking process. Non-serious attempts include frivolous or objectionable material. Students who provide answers to test questions in a language other than English will also have a mark of **ZERO** awarded.

N-Award Warnings

NESA has delegated to principals the authority to determine whether students have satisfactorily completed the mandatory curriculum requirements. If, at any time, it appears that a student is at risk of receiving an N-Determination (non-completion of course requirements) in any course, the Principal must:

- a) advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an N determination;
- b) advise the parent or guardian in writing (if the student is under the age of 18);
- c) request from the student/parent/guardian a written acknowledgement of the warning;
- d) issue at least one follow-up warning letter if the first letter is not effective;
- e) retain copies of all relevant documents.

Students who have not complied with the course completion criteria and who have received at least two written warnings may be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the N-Determination.

A student who is given an N-Determination in a mandatory course in Stage 5 may not be eligible to commence Year 11 studies.

Students have the right to appeal against an N-Determination and will be provided with the opportunity to do so. The appropriate form can be obtained from the principal. Appeals against N-Determinations should be lodged with the principal, who will advise the student of the date by which his or her appeal must be submitted. If the student is dissatisfied with the result of the school review of the appeal, the student should advise the principal that he or she wishes to submit an appeal to be referred to NESA.

It is the student's responsibility to submit the N-Determination appeal with accompanying evidence.

Redeeming N-Award warnings

The school is obliged to issue warning for incomplete or outstanding work with adequate time to for the student redeem the warning. Interviews (by phone and face to face) occur in addition.

Students are required to redeem N-Award Warning Letters as required. If the student wants to submit an appeal, **the onus is on the student** to ensure that all necessary documentation is completed and submitted (including medical certificates) to the deputy principal on the first day of their return, as indicated by documentation. The deputy principal will then make a determination. In the case of an unsuccessful appeal, a **ZERO** mark will be awarded. However, the task must still be completed to the satisfaction of the Head Teacher concerned to redeem the N-Award warning.

It must be noted that poor attendance or refusal to participate in class, practical activities, excursion experiences, experiments, whole class demonstrations and the like often cannot be easily re-enacted and redemption opportunities will only occur if practical to do so. Missing important in-class lesson experiences may diminish a student's chances of receiving a higher grade.

Please Note: Attendance is a legal requirement of the Department of Education put in place to ensure students are able to successfully complete their schooling.

Appeal process

If an assessment task or examination is missed, is overdue or any other anomaly arises, the *Assessment Task/ Examination Appeal Form* process must be followed. Any student in these circumstances receives a **ZERO** mark until the outcome of the appeal process is communicated.

On the first day a student returns to school following an unexpected absence, or as soon as the student knows he/she will be away, the *Assessment Task/Examination Appeal* form must be collected from deputy principal immediately upon the student's return to school. The appeal documentation must be completed and submitted, with the relevant supporting documentation, to the relevant deputy principal. Failure to follow these guidelines will result in the **ZERO** mark being upheld and an N-Award Warning Letter being issued.

- PLEASE NOTE: Poor attendance resulting in a missed assessment notification is not grounds for an appeal.
- **Students will be expected to complete or submit the task on the first day of their return to school. Where possible, submitted tasks should be emailed to the teacher or submitted on Turnitin, on the due date and time and a hard copy submitted on the first day of return to school.**

This does not mean the first day in which they have a lesson in that course.

The student has the responsibility of reporting to the relevant deputy principal to collect a form, then complete and submit the form with the relevant documentation to the relevant deputy principal.

Students must be ready and prepared to do the task on the first day of return to school after their illness/misadventure.

NB: Difficulties in preparing for assessment tasks will not be considered for compensation. In exceptional circumstances, the principal will consider reviewing results gained under adverse conditions.

Appeal process checklist

All assessments are compulsory for all students and students must be in attendance at school for the whole day to submit or sit these tasks. Students must arrive on time to school on the day of an assessment task. Otherwise, they may be deemed to have the unfair advantage of additional preparation time.

If an assessment task is missed, is overdue or any other anomaly arises, the **Assessment Task Appeal process MUST** be followed. Any student in these circumstances receives a **ZERO** mark until proven otherwise. Any decision made outside of this process is invalid and unfair.

If you cannot attend school on the day of an assessment task to submit, or perform, the task in person due to a 'valid' reason you **must** do the following:

1. **Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **Collect an Assessment Task Appeal form** from the Deputy Principal before school on the first morning of your return to school.
3. **Complete the Assessment Task Appeal form**, filling in all details, outlining your reasons and adding all documentation or evidence from a medical professional or other relevant person, e.g. counsellor, Justice of the Peace or police officer. (In the case of illness, medical professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task.) A parent signature must be on each form before it is processed.
4. **Give the completed and (parent/carer) signed Assessment Task Appeal form to the Deputy Principal before school on the next day.** On the day of your return, discuss with the Head Teacher of the subject concerned when you will do the missed task or a substitute task. If it is an in-class or hard copy task, you must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. If it is a Turnitin task, it is expected that the student will have made the relevant submission as outlined on the assessment task. Return to school when you are best ready to perform well on such tasks. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a **ZERO** mark stands.
5. The Deputy Principal makes a written recommendation and attaches copies of any documentation to the completed appeal form. This is then given back to you and **it is your responsibility to give this form to the appropriate Head Teacher.**
6. In the case of an unsuccessful appeal, **the Classroom Teacher will notify the parents in writing of the ZERO mark.** If successful, the completed assessment task will be marked as usual and the mark will stand. If a student is physically unable to complete a task (e.g., an accident), the Head Teacher will estimate a mark for that task in line with other proven performances.

Remember that if you do not complete or submit an assessment task on the due date and your appeal is unsuccessful, you will receive **ZERO** marks for the task and you will be seen as not satisfying the course completion criteria for the value and nature of that assessment task.

NO APPEAL FORM = ZERO MARKS
THE TASK MUST STILL BE COMPLETED

If you fail to complete tasks you may receive an N-determination for that course and may not be allowed to commence Year 11 studies.

Student reports

Students will receive two reports throughout the year. A Semester One report issued at the completion of the Semester One (Half-Yearly) and a Semester Two report issued at the completion of Semester Two (Yearly - a cumulative report for the whole year).

Assessment and Reporting are explicitly connected. The assessment tasks, along with examinations and learning behaviours all contribute to what your child is reported on. Reports at Glenwood High School are outcomes based, this means that the level of achievement is being reported upon, not the mark achieved in the assessment task or examination.

A parent-teacher evening occurs in Term 2 and parents are encouraged to contact the child's teacher or year adviser if they would like to discuss the progress of their child outside of the reporting periods.

Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these to new situations.
High	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Variations to policy

This table outlines any changes made to the policy since its publication in Term 1, Week 1, which can be viewed on the digital copy of the policy on the school website.

<i>Section of policy</i>	<i>Date of change</i>	<i>Details of change</i>

[illegible]

Glossary

<i>Assessment tasks</i>	The items of work or performance that are counted towards the award of a grade in any individual course.
<i>Course Performance Descriptors</i>	Indicate at what level the student has achieved within a course. They are: A, B, C, D, E. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's RoSA.
<i>N-Award</i>	Issued as a result of failing to complete appropriate assessment tasks or failing to attend sufficiently to complete the coursework.
<i>N-Award warning</i>	The school is required to notify parents, caregivers and students if the student is in danger of not completing Year 10 or of not completing an individual course.
<i>Redeemed</i>	The student undertakes to complete the assessment task or work missed. The teacher will negotiate an appropriate timeline to complete the work and may set an alternate task.
<i>RoSA</i>	The Record of School Achievement is the default credential awarded to students once they have successfully completed their studies in either Year 10, Year 11 or Year 12. Students who successfully complete Year 10, 11 or 12 will receive their RoSA from NESA once they leave school, via their student online account.
<i>Turnitin</i>	Turnitin is a digitally-based assessment submission tool that allows both students and teachers to ensure the work produced fulfils the expectations relating to academic integrity. The web-based software allows for the production of an 'Originality Report', which checks the submitted works of students for plagiarism. Being an online tool, it also allows students to submit assessment tasks (as directed by teachers) digitally. Turnitin is an effective method in which to allow students the opportunity to check their work, utilise technology in the submission of their work, and prepare them for future tertiary applications and workplace expectations.

Appendix

The information and forms outlined below can be accessed in the subsequent pages:

Appendix 1 – Glossary of key words

Appendix 2 – Assessment Task Appeal Form

Glossary of key words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. Using the glossary will help you to understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. 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 judgement 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement 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	Recognise 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	Putting together various elements to make a whole



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