BALRANALD CENTRAL SCHOOL

Higher School Certificate

ASSESSMENT POLICY

YEAR 12 – 2011

Student Handbook
### 2011 HIGHER SCHOOL CERTIFICATE COURSE

#### ASSESSMENT TASK OVERVIEW

*Courses offered at Balranald Central School in Term 4 2010 to Term 3 2011*

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 4, 2010</th>
<th>Term 1, 2011</th>
<th>Term 2, 2011</th>
<th>Term 3, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Holidays</strong></td>
<td></td>
<td></td>
<td><strong>Standard English Biology</strong></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td><strong>Industrial Technology</strong></td>
<td></td>
<td><strong>Industrial Technology Exploring Early Childhood</strong></td>
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<td>4</td>
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<td><strong>Business Studies</strong></td>
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<tr>
<td>5</td>
<td><strong>Biology</strong></td>
<td></td>
<td><strong>Standard English Exploring Early Childhood</strong></td>
<td><strong>Standard English Biology Business Studies Exploring Early Childhood</strong></td>
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<tr>
<td>6</td>
<td></td>
<td><strong>Business Studies</strong></td>
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<tr>
<td>7</td>
<td></td>
<td><strong>Biology Exploring Early Childhood</strong></td>
<td></td>
<td><strong>Trial HSC Exams</strong> English General Mathematics Applied Mathematics Biology Industrial Technology Sport, Lifestyle &amp; Rec.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Business Studies Sport, Lifestyle &amp; Rec.</strong></td>
<td><strong>Standard English Sport, Lifestyle, Rec.</strong></td>
<td><strong>Applied Mathematics</strong></td>
<td><strong>Sport, Lifestyle &amp; Rec.</strong></td>
</tr>
<tr>
<td>9</td>
<td><strong>Standard English General Mathematics Applied Mathematics</strong></td>
<td><strong>Industrial Technology</strong></td>
<td><strong>Industrial Technology Sport, Lifestyle &amp; Rec. General Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><strong>Half Yearly Exams General Mathematics Applied Mathematics Industrial Technology Sport, Lifestyle &amp; Rec.</strong></td>
<td><strong>Business Studies</strong></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td><strong>Holidays</strong></td>
<td><strong>Holidays</strong></td>
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<td><strong>Holidays</strong></td>
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</tbody>
</table>

*Updated: October 2010    Due for review: October 2011*
REQUIREMENTS OF THE EDUCATION ACT 1990
IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE

Higher School Certificate – section 95

Higher School Certificates are to be granted by the Board of Studies to students who:
(a) have been granted a School Certificate, or who have attained such other qualifications as the
Board considers satisfactory; and
(b) have attended a government school, or registered non-government school to which a current
certificate of accreditation applies, or school outside New South Wales recognised by the
Board, or a TAFE establishment within the meaning of the Technical and Further Education
Commission Act 1990; and
(c) have participated, to the Board’s satisfaction, in courses of study which have been
determined under this Act as appropriate to be undertaken by candidates for the Higher
School Certificate; and
(d) have been accepted by the Board as having satisfactorily completed those courses of study;
and
(e) have, to the Board’s satisfaction, undertaken the requisite examinations or other forms of
assessment; and
(f) have complied with any requirements prescribed by the regulations or any requirements
imposed by the Minister or the Board.

The Board may refuse to grant a Higher School Certificate to a student whose attendance or
application at school has been of such an unsatisfactory character that the grant of the certificate
would no, in the opinion of the Board, by justified.

Curriculum for Higher School Certificate candidates – section 12

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School
Certificate must meet the following requirements:

(a) courses of study of a general description, as determined by the Minister on the
recommendation of the Board, are to be provided for each student in each Year
(b) those courses of study are to include a course of study in English
(c) those courses of study are to comply with a pattern of study determined by the Minister on
the recommendation of the board
(d) those courses of study are to be taught in accordance with a syllabus developed or
endorsed by the Board and approved by the Minister.

These requirements are articulated in Pattern of Study Requirements Checklist for the 2011 Higher
School Certificate.
# PATTERN OF STUDY REQUIREMENTS CHECKLIST
## FOR THE 2011 HIGHER SCHOOL CERTIFICATE

Do your students who complete the Higher School Certificate in 2011 meet the following pattern of study requirements?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 12 units of Preliminary courses and 10 units of HSC courses</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>At least 2 units of a Board Developed Course in English, (or 2 units of the Content Endorsed Course English Studies where schools are involved in the pilot study for the course), at both Preliminary and HSC level</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>At least 4 subjects – at both Preliminary and HSC level</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>At least 6 units of Board Developed Courses – at both Preliminary and HSC level</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>A maximum of 6 Preliminary units and 6 HSC units from courses in Science</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics.</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>Met eligibility requirements for the English (ESL) course</td>
<td>(Ref: ACE Manuel, DEC. 2005, Section 8.2.2.1, p 84)</td>
</tr>
<tr>
<td>Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses. Relevant documentation has been completed and retained at the school.</td>
<td>(Ref: Official Notice – Eligibility for Stage 6 Languages Courses BOS 25/10, Monday 12 July 2010)</td>
</tr>
<tr>
<td>Met eligibility requirements for Beginners courses in languages. Relevant documentation has been completed and retained at the school.</td>
<td>(Ref: Official Notice – Eligibility for Stage 6 Languages Courses BOS 25/10, Monday 12 July 2010)</td>
</tr>
<tr>
<td>Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses. Relevant documentation has been completed and retained at the school.</td>
<td>(Ref: Official Notice – Eligibility for Stage 6 Languages Courses BOS 25/10, Monday 12 July 2010)</td>
</tr>
<tr>
<td>All students undertaking Preliminary or HSC courses in 2011, except students undertaking only Stage 6, Life Skills courses, are required to complete the HSC: All My Own Work program (or equivalent) prior to the school’s submission of student’s 2011 Preliminary and HSC course entries. (Students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses must also meet this requirement. Completion of the HSC: All My Own Work program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the HSC: All My Own Work program for students with special education needs as necessary).</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>Board Endorsed Courses have current endorsement</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
<tr>
<td>Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE Delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE Manual, Dec. 2005, Section 8.3, p 87-90, PLUS also check your school BEC decision letters or check for BEC decisions via Schools Online.] VET course exclusions are available on the Board of Studies website under Vocational Education.</td>
<td>(Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p 88)</td>
</tr>
</tbody>
</table>

## REMINDERS

- **Students seeking an ATAR (Australian Tertiary Admission Rank) in 2011 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board of Studies, including (a) at least 2 units of English, and (b) at lease 8 units of Category A courses. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects.**

- **NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the Content Endorsed Course, English Studies, do not satisfy requirements for the ATAR.**

- **Schools should note that additional Departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for Higher School Certificate credentialing as determined by the Board of Studies as the statutory Higher School Certificate credentialling authority.**

- **Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE Manual, Dec. 2005 Section 8 for details].**

- **Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student’s transition from school to adult life [please refer to the ACE Manual, Dec. 2005 Section 7, p 73-77].**
GLOSSARY OF KEY WORDS

This glossary is provided by the Board of Studies. All assessment tasks and examinations including the Higher School Certificate examination may use any of the following words. It is assumed that students are aware of the meanings of these words when attempting an assessment task and examinations.

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 judgement about the value of.
ASSESS Make a judgement of value, quality, outcomes, results or size.
CALCULATE Ascertaining/determine from given facts, figures or information.
CLARIFY Make clear or plan.
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 Add a 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 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 relationship 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.

Any terms you are unfamiliar with during Year 12 study, please check immediately with your teacher.
BALRANALD CENTRAL SCHOOL
STAGE 6 – HSC COURSE
ASSESSMENT PROCEDURES

GENERAL INFORMATION

1. **What is the purpose of this booklet?**
The purpose of this booklet is to provide information about assessment information and guidelines.

2. **What are the Preliminary and Higher School Certificate Courses?**
The Preliminary Course is normally completed in Year 11. Students must satisfy the requirements of a Preliminary Course before proceeding to the Higher School Certificate Course in that subject. Preliminary Courses are assumed knowledge for the Higher School Certificate examination.

3. **What if I enrol part way through Year 11 or Year 12?**
You need to provide proof from your previous school that demonstrates to the Principal that you have the required “assumed” knowledge to enter the courses you wish to enrol in. This will be discussed in your enrolment interview.

3. **Must I attend school regularly?**
Yes!
You are expected to be present on each school day in order to fulfil requirements of the Higher School Certificate. To complete your courses in a satisfactory way you must show the Principal that you have:

   a) followed the course developed or endorsed by the Board; and

   b) applied yourself 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.

If you do not attend school regularly you cannot meet these criteria.

4. **What is the “unsatisfactory participation in learning” process?**
You need to be aware that the NSW Department of Education and Training has a process whereby students who are “post compulsory age” can be expelled from school for “unsatisfactory participation in learning”. This will generally be for a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives, or non-compliance with Board of Studies requirements for the award of a School Certificate, or Higher School Certificate. You will be notified in writing if you are in danger of being considered under this process.

5. **What are Board of Studies warning letters?**
These are letters used by the school to communicate to parents when a student’s progress is poor and they are not meeting the Course Completion Criteria. These are called “N” Award letters. The first time you receive one of these you will be interviewed by the Head Teacher of the faculty to find out why you are having difficulty meeting the criteria. The Head Teacher and classroom teacher will then offer support to assist you to rectify the issue and submit the work outstanding. You are expected to complete the outstanding task within a fortnight. If you receive these letters from more than one faculty, your Year Advisor will notify the Deputy Principal in a welfare meeting. We will then call for an interview with your parents to try to offer support and guidance to resolve the issue. If you receive more than one letter from any faculty, an interview will be held with your parents. Notes of all these interviews will be held as documentation if the school does proceed with an N determination. You need to treat these letters seriously. If you do not address them you will not satisfy the course requirements and will not receive your certificate.

6. **How many Board of Studies warning letters can I receive before I place my course in jeopardy?**
If you receive two in any one course during either the Preliminary Course or Higher School Certificate Course you will place your position in jeopardy. English is the only compulsory subject, therefore if you receive two letters in English and do not rectify the issues indicated in the timeframe provided, you will no longer meet the requirements for the issue of a School Certificate, Preliminary or a Higher School Certificate.

7. **What are my options if I fail to satisfy the requirements of an HSC course?**

   **OPTION 1:** Repeat the course in a later year, and “accumulate” the Higher School Certificate over a longer period (up to 5 years). This is called Pathways. If considering making this decision an interview must be held between with yourself, your parents, the Curriculum Head Teacher, the Deputy Principal and or Principal.

   **OPTION 2:** Repeat all Higher School Certificate Courses.
ASSESSMENT MARKS

1. What is an assessment task?
Teachers are required to set assessment tasks to gather information about your learning in an ordered and timely fashion. An assessment task mark represents your achievement of outcomes listed in the syllabus for each course studied. The purpose is to inform your teacher about your achievement and set the direction for teaching and learning. Teachers are expected to set tasks using a wide variety of strategies to allow you to demonstrate what you have learnt, in accordance with the syllabus guides. The number of tasks will vary according to the syllabus documents. Your teacher and Head Teacher will meet with you to explain this at the beginning of your course. You will be provided with a copy of your syllabus document and staff must explain the components to you during the course, and how each task is meeting the weightings/components to be assessed.

2. How am I marked on these tasks?
You will also have provided to you by your teacher a detailed marking grid that clearly sets out the different achievement levels possible for your task. This makes it clear to you exactly what you must do in your task to score well. Within a fortnight of the date you submit the task, you will be given a copy of the marking grid back but it will include feedback about your performance. There should also be some comments written by the teacher. You SHOULD NOT receive just a mark, feedback is essential so you can improve. If you have any questions about the marks you receive you should talk to your teacher, and the Head Teacher if need be.

3. Is my assessment mark important?
Yes! In all courses your assessment is the best indication of how well you are progressing through the course. These results are used on both your half yearly, and your yearly reports, in conjunction with a comment about your completion of set class tasks. The timing of tasks must ensure that results are available at both of these reporting periods to use for reporting purposes to parents about your progress. These marks will be used to submit a ranking to the Board of Studies at the completion of the Higher School Certificate. Your assessment mark will be half of your overall Higher School Certificate mark. Your assessment mark will be used if there is a successful illness or misadventure appeal when you sit your Higher School Certificate exams.

4. How will assessment marks be compiled?
Each faculty, using Board of Studies guidelines, has developed procedures for compiling an assessment mark by the end of each course. Guidelines indicate the outcomes being assessed in each assessment task, the syllabus links, what percentage of the final mark each of these areas is worth (the weighting), and what forms of assessment will be used. Details of the procedures used for each subject are included in this booklet. You must complete more than 51% of all assessment tasks in order to satisfy requirements. In your Higher School Certificate year the Trial Higher School Certificate examination will be the FINAL assessment task.

5. What do I do if I disagree with an assessment mark?
In the first instance, you should talk with your classroom teacher. Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject. If the Head Teacher is unable to satisfy your queries, you must talk with the Deputy Principal.

6. What happens to assessment marks if I change schools or repeat courses?
No action is necessary for students who transfer to another school before assessments begin; you will be assessed by your new school. The Board of Studies provides guidelines for assessing students who transfer at a later stage of a course. If you repeat a Higher School Certificate Course, the assessment mark will be based only on work done in the most recent attempt.

7. Do Preliminary Course assessment marks appear on the Higher School Certificate?
No! The school retains Preliminary Course assessment marks. Any student who does not fulfil the assessment requirements of a Preliminary Course may not be eligible to undertake the Higher School Certificate in that course.

8. Can I be told my final Higher School Certificate assessment mark?
No, it is Board of Studies policy. You will be notified of your Higher School Certificate rank as you progress through the Higher School Certificate Course.

9. When will assessment tasks take place?
For Higher School Certificate Courses, assessments will be scheduled between Term 4 in Year 11 and the Trial Examinations in Term 3 in Year 12. A period of ONE WEEK prior to every formal examination period will be kept free of assessment tasks, unless special circumstances apply. Any variation to this must go to the executive team for a final decision. There will no “ongoing” assessment tasks.
10. **How many assessment tasks will I have to do for each subject?**
   There will be a minimum of three and a maximum of five per subject. English may have a maximum of six tasks.

11. **How will I be notified of impending assessment tasks?**
   You will receive written notice of impending assessment tasks at least **two weeks** before the due date. The notification is to be on the school pro-forma and has to include information regarding outcomes being addressed, the due date, and include a **detailed marking grid** that clearly outlines the marking schemes and clearly outlined expectations. You will also have provided to you by your teacher a detailed marking grid that clearly sets out the different achievement levels possible for your task. This makes it clear to you exactly what you must do in your task to score well.

12. **How will assessment results be reported to students?**
   Detailed feedback will be given on the outcomes you have achieved using the marking grid that was provided with the task, as well as written comments by the teacher. You will also be awarded a mark or grade for each assessment task completed except in some vocational education courses. You will be provided with your ranking on each task. Cumulative rankings will be indicated on each school report sent home during the year. Every course will have assessment tasks completed in order to be able to comment on your application to these tasks, as well as all of your set class tasks on BOTH formal reports.

13. **What are my responsibilities regarding Assessment Tasks?**
   - Check the assessment calendar and course book at least weekly to check for upcoming tasks.
   - Ask your class teacher for information regarding an upcoming task.
   - Seek assistance if you need it.
   - Ensure you collect an assessment task the next day if you are absent when it is issued. **Sign the form for receipt of a task.**
   - Attend school on the day an assessment task is either to be performed or submitted. Submit it before 9.00 am. Ensure you are asked to sign the form for submission of a task.
   - Complete the assessment task sheet that guarantees no plagiarism has occurred.
   - Make a genuine effort at all tasks.
   - Ensure you follow the annotated examples, or modelled tasks provided by the teacher to assist you to produce a quality piece of work. You must NOT copy these but use them as a guide.
   - Make yourself aware of the rules outlined in this book concerning the satisfactory completion of each course and assessment procedures.
   - Give priority to assessment tasks over all controllable activities, for example, sporting and social functions.
   - Ensure the work you submit is entirely your own work.

14. **What is the penalty for cheating or malpractice on an assessment task?**
   A ZERO mark will be awarded for any form of cheating or malpractice. A zero mark will also be awarded for plagiarism, in accordance with NSW Department of Education and Training policy. As students have undertaken the course “All My Own Work” they will be well informed about what plagiarism is, and how they need to cite any references used in materials. Parents will be informed and all copies of letters and interviews will be held on file if this is suspected. An interview with the Head Teacher and Principal will be required. Year 10 students will meet with Head Teacher’s and Year Advisors to have this explained to them before they submit tasks.

15. **How should an Assessment Task be submitted?**
   - All tasks are to be handed in by 9.00 am on the due date, **in person** to the class teacher.
   - Each task should have a copy of the cover sheet attached. (see back of the book)
   - If the nature of the task requires it to be completed in class time, for example, aural, exam, oral, practical or test, then the task will be completed and submitted in the scheduled class time.
   - You will still be asked to sign the form acknowledging submission during this lesson.
   - When you hand it in BOTH the teacher and the student are to sign a pro-forma that indicates the time and date you submitted the task.
   - If the class teacher is absent on the due date, the task must be handed in person to the Head Teacher by 9.00 am and the same process followed. The teacher must ensure this form is available to the HT for use when collecting the tasks.
   - Students are expected to be at school on the day of the task due date. Any absences will require a doctor’s certificate and/or any other relevant documentation.
16. **What happens if my assessment task is late?**

Unless there are exceptional circumstances, a **ZERO** mark will be awarded. You will still be required to complete the task in order to judge your achievement of course outcomes. If you do not submit the task you will be issued with an “N” Award letter. You must still submit the task within a fortnight or your course will be placed in jeopardy.

17. **What happens if the due date for an assessment task has to be changed?**

This will only happen under exceptional circumstances. The teacher can only alter a due date if they provide written notification to executive and students. They must obtain permission from the Head Teacher before doing this and the Head Teacher must inform the executive team before issuing a variation of date form. This form is to be filed in the “senior folder” along with a new signed notification form, indicating all students have been informed of the changed date. In doing this we will ensure the new date does not clash with events or other assessments. All effort should be taken to adhere to initial dates as published in the booklet. Excursions and other extra-curricula activities should be taken into account before setting the date. Extensions will not be granted for students who choose to participate in these events during the two weeks provided for working on an assessment task as the calendar is published and needs to be adhered to.

18. **What about assessment work which is not handed in?**

In order to have studied a course satisfactorily, the Board of Studies expects you to have completed all assessment work. If you fail to complete assessment work, and have not been granted special consideration, a **ZERO** must be recorded for it. You MUST complete more than 51% of all assessment. The “N” Award process will then be followed as outlined previously. The school assessment calendar will ensure that no assessments are due during Vocational Education and Training (VET) work placements. IF you are due to submit a task as a result of an N Award letter, you must submit before going on the work placement.

19. **What is the procedure for requesting an extension of time for an assessment task?**

If you are having problems with a particular assessment task because of illness or misadventure, you may ask for an extension. You must use a student appeal form. Detailed reasons must be presented on how the illness or misadventure has affected the student's ability to complete the task on time. Each request will be considered on a case-by-case basis. The initial request for an extension must be made no later than the day before a task is due, unless exceptional circumstances apply. You may be asked to provide evidence of the progress you have made on the task, and may need to produce a Medical Certificate, and/or a note from your parents explaining the situation. No extensions will be given if a request is made on the day a task is due, unless exceptional circumstances apply. The student will be notified of the decision regarding their request. A flowchart outlining the appeals process can be found in this booklet.

20. **What if I am absent on the day an assessment task is scheduled?**

You should telephone the school and explain the reason for your absence. Then on the day you return to school, report to the Curriculum Head Teacher and ask to complete a Student Appeal Form. The Head Teacher will discuss a possible appeal with the Curriculum Head Teacher and outline their support or not of such an appeal. Supportive evidence should be attached, for example, medical certificate or parental letter, and the form returned to the Curriculum Head Teacher the next day you attend school. The Curriculum Head Teacher and Principal will consider the application and a decision issued promptly to the student and to the class teacher. Your Year Advisor will be asked to attend this meeting and speak on your behalf, so make sure you have let them know about your absence and reasons. Students who do not hand in the Student Appeal Form within the above time frame will automatically receive zero, unless exceptional circumstances apply.

21. **Rather than sit a substitute task, can my illness or misadventure be taken into account when my assessment task is being marked?**

No. Schools must assess actual student performance, not potential performance. Marks cannot be modified to take into account illness or misadventure. Using a substitute tasks provides the student with the opportunity to perform to the best of their ability.

22. **Are non-assessment tasks important?**

Yes! You must satisfy ALL the requirements of the syllabus. Failure to complete these tasks means that the Board of Studies requirements for completing a Higher School Certificate Course are not satisfied. You will be issued an “N” Award letter of you do not complete tasks set in class, as well as assessment tasks. The same processes apply. For repeated refusal to complete non-assessment tasks, the school would invoke the procedures for unsatisfactory participation in learning. This could mean you are expelled form school as a post compulsory student.
23. What are the possible outcomes if I make an appeal?

a. Approve an extension without penalty – In this case the reason for requesting an extension is acceptable. A new due date for the task will be given and no penalty imposed. Example – A student will not be at school on the day a task is due to a specialist appointment which cannot be changed. The student submits the appeal form with a weeks notice, with an accompanying statement from the parent(s).

b. Estimate to be given – An estimate will only be given in exceptional circumstances. Example – Due to long term illness and time constraints, it may be better to award an estimate than have the student complete the task or a substitute task. If this is the case it will be recorded as such in the central mark registers.

c. Complete a substitute task – In this case you have not been able to complete a task, usually due to illness/misadventure. Other students in your class or school may have already sat the task so for equity issues you sit a substitute task. If the Principal deems the class results of a task to be invalid or unreliable, a substitute task may be completed. If the substitute task is a second attempt, the mark gained in the substitute task will be the one used for assessment purposes. Example – A task such as an exam is sat under duress due illness/misadventure. A successful appeal is made and in such cases a substitute task is sat.

d. No extension granted – The reason for which you are requesting an extension is not acceptable. In this case the due date will remain the same and you are expected to submit the task on time. Example – A task is due on Monday. You have planned a weekend away and realise that you won’t have the task done in time. These are not grounds as it is your responsibility to arrange your social life around assessment work.

e. No marks to be awarded – In this case the task has been submitted late and the reason(s) why the task was late are not grounds to gain an extension. Example: Handing in a task a day late because you misread the due date on the notification sheet, or you were away sick and have not obtained a medical certificate.

f. Sit or submit the task without penalty – In this case the task has been submitted late and the reason(s) why the task was late are grounds to gain an extension. Example: Handing in a task a day late due to illness. On return to school an appeal form is filled in, with a medical certificate outlining the illness.

g. Task to be submitted with penalty – In this case the task has been submitted late and due to exceptional circumstances a zero mark is not warranted. A percentage penalty may apply. Example – A task is due at 9.00 am and you submit it at 9.15 am.
FLOW CHART FOR STUDENT APPEALS

Refer to the Assessment Policy booklet to check the grounds in which appeals will be considered and the documentation you will require.

Student completes the Appeal Form (obtained from the Curriculum Head Teacher). Appeal form is signed by the parent/caregiver.

Submit form to the Curriculum Head Teacher.

Curriculum Head Teacher will meet with the Class Teacher and/or Head Teacher to discuss the appeal.

The Curriculum Head Teacher meets with the Principal to make the final decision regarding the appeal.

The Student, Class Teacher, Head Teacher and parent/caregiver is notified of final decision.
**FLOW CHART FOR N AWARD**

A student does not complete either the set class tasks OR an assessment task in ONE subject.

An “N” Award letter is issued.

HT interviews student. Student has a fortnight to complete the task to a satisfactory standard.

- Task is completed in time period.
  - No further action taken.
- Task is not completed in time period.
  - A second, cumulative letter is sent.

A student receives “N” Award letters from more than ONE subject area.

Student and parent interview with the DP, subject HT and parents to determine how to support you. Your YA will also be invited to this interview. Plan devised and agreed.

- Situation rectified and no further action taken.
- Further “N” Award notifications are sent. More than 2 in any subject received.

An interview with Principal and students parents. An “N” Award determination may be made. The course (or courses) can no longer count toward your certification.
STUDENT APPEAL FORM

CATEGORY (please tick one)

- Appeal due to illness, accident or misadventure
- Extension request due to illness, accident or misadventure

Name: ____________________________  School: Balranald Central School

Course: ____________________________  Task Number: _______  Year: 10/11/12

Nature of Assessment Task: ____________________________

Due Date: _____ / _____ / _____  Class Teacher Name: _______________________________________

Home Address: ________________________________________________________________________

Reason for Appeal/Extension Request: [State details to support your case (or attach statement).]
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Medical Certificate is attached:  Yes ☐  No ☐

Letter from parents attached:  Yes ☐  No ☐

__________________________ ____/____/_____             __________________________ ____/____/_____  
Signature of Student                                           Date                             Signature of Parent/Caregiver                          Date

(School Use Only)

Curriculum Head Teacher Recommendation:  Reason for decision:

- ☐ Approve an extension without penalty
- ☐ Complete a substitute task
- ☐ Estimate to be given
- ☐ No extension granted
- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Task to be submitted with penalty

New Due Date: _____/_____/_____

___________________________ ____/____/____             __________________________ ____/____/_____  
Signature of Curriculum Head Teacher           Date   Signature of Principal                        Date

[Stud... APPEAL FORM]
Balranald Central School

ASSESSMENT TASK NOTIFICATION PROFORMA

<table>
<thead>
<tr>
<th>Subject</th>
<th>Notification Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Due Date</td>
</tr>
<tr>
<td>Teacher</td>
<td>Task Weighting</td>
</tr>
<tr>
<td>Topic</td>
<td>Mode</td>
</tr>
</tbody>
</table>

**TASK:**

A detailed explanation of the task will be provided here for you.

**STUDENT CHECKLIST:**

In your answer you will be assessed on how well you:

- You will be told in this section what you need to do in order to complete the task well.
- This will reflect the model you have been provided of a quality piece of work.
- You should be shown how this checklist relates to the piece of work to be submitted.

**OUTCOMES BEING ASSESSED:**

This table will list the outcomes being addressed by this task.
Balranald Central School

ASSIGNMENT COVER SHEET

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Assignment Title</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Due Date</td>
<td></td>
</tr>
</tbody>
</table>

This declaration must be signed and dated and included with your assignment when you submit it.

Plagiarism Declaration

**Declaration:**

Plagiarism is to steal or pass off work or ideas from other people and sources of information as my own work without giving credit to where I found the information.

I declare that to the best of my knowledge and belief this assignment is my own work, all research and information I have gathered from other sources has been recognised and referenced and the assignment contains no plagiarism.

I also declare that I have not previously submitted this work or any version of it for assessment for another subject to Balranald Central School.

Student’s Signature: _____________________________ Date: ___/___/___

Teachers Signature: _____________________________ Date: ___/___/___

Date of Signing: ___/___/___
### Marking criteria.

Each of these sections will have at least four or five dot points listed that will indicate exactly what you need to do in order to achieve at each ability level. Your teacher will underline the sections you have achieved. This may be spread across ALL of the achievement levels as you may do some things better than others. Your final grade will be the judgement of the teacher on the overall task.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17–20</td>
<td>outstanding</td>
</tr>
<tr>
<td>13–16</td>
<td>sound</td>
</tr>
<tr>
<td>9–12</td>
<td></td>
</tr>
<tr>
<td>5–8</td>
<td></td>
</tr>
<tr>
<td>1–4</td>
<td></td>
</tr>
</tbody>
</table>

**Comment:**

Your teacher will provide a written comment there about your task that relates to the achievement of the outcomes listed. This should indicate what you need to improve.
YEAR 12 - 2011

ASSESSMENT SCHEDULES

Please read the schedules for the subjects you are doing carefully. They are designed to help you plan your work and study routines.

Please contact your class teacher if you have any questions regarding your assessment schedule.

The information provided in the following schedules was correct at the time of printing. If the nature of a task or the outcomes that are being assessed in a task need to be changed due to exceptional circumstances, students will be notified in due course. An appropriate time to complete the task due to the changes will be given.
# STANDARD ENGLISH ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Components %</th>
<th>Total Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4, 2010 Week 9</td>
<td>Area of Study: With Steven Herrick Book Cover</td>
<td>6, 7, 8</td>
<td>5 5</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Term 1, 2011 Week 8</td>
<td>Module B: Cosi Performance</td>
<td>1, 8, 4</td>
<td>10 5</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Term 2, 2011 Week 5</td>
<td>Module A: Speeches Analysis</td>
<td>3, 5, 12</td>
<td>10 5</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Term 3, 2011 Week 1</td>
<td>Module C: The Story of Tom Brennan Own Life Introspection</td>
<td>2, 9, 10</td>
<td>10 5</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>Term 3, 2011 Week 5</td>
<td>Area of Study: Supplementary Folio Supplementary Items</td>
<td>2, 4, 13</td>
<td>10 5</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>Term 3, 2011 Week 6/7</td>
<td>Trial HSC Examination Paper A: Area of Study Paper B: Modules</td>
<td>2, 4, 8, 10, 11</td>
<td>15</td>
<td>15 30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading</td>
<td>25</td>
</tr>
<tr>
<td>2. Speaking</td>
<td>15</td>
</tr>
<tr>
<td>3. Viewing/Representing</td>
<td>15</td>
</tr>
<tr>
<td>4. Listening</td>
<td>15</td>
</tr>
<tr>
<td>5. Writing</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Updated: October 2010   Due for review: October 2011
### Applied Mathematics Assessment Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4, 2010 Week 9</td>
<td>Assignment</td>
<td>H1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.1</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Term 1, 2011 Week 10</td>
<td>Half Yearly Examination</td>
<td>H1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.1</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 2, 2011 Week 8</td>
<td>Investigation</td>
<td>H1.2, 1.3, 2.1, 3.1, 3.2, 4.2</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Term 3, 2011 Week 6/7</td>
<td>Trial HSC Examination</td>
<td>H1.2, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</td>
<td>30</td>
</tr>
</tbody>
</table>

### General Mathematics Assessment Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Component Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Term 4, 2010 Week 9</td>
<td>Topic Test</td>
<td>H2, H6, H7, P8</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Term 1, 2011 Week 10</td>
<td>Half Yearly Examination</td>
<td>H2, H3, H5, H6, H8, H11</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 2, 2011 Week 9</td>
<td>Assignment</td>
<td>H4, H6, H9, H10, H11</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Term 3, 2011 Week 6/7</td>
<td>Trial HSC Examination</td>
<td>H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Component Outcomes

<table>
<thead>
<tr>
<th>Component</th>
<th>Outcomes Assessed by the Task</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge and Skills</td>
<td>H1, H2, H3, H4, H5, H6, H7, H9, H11</td>
<td>40</td>
</tr>
<tr>
<td>2. Applications</td>
<td>H1, H2, H6, H7, H8, H10, H11</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
# Higher School Certificate Course - 2011

## Balranald Central School Assessment Policy

**Updated: October 2010**  
**Due for review: October 2011**  
**Page 21**

### BIOLOGY ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Weighting</th>
<th>Component</th>
</tr>
</thead>
</table>
| 1    | Term 4, 2010  | Maintaining a Balance Practical      | H6, H11, H12, H13, H14, H15                     | 15%       | A = 0%  
     | Week 5        |                                      |                                                  |           | B = 10%  
     |               |                                      |                                                  |           | C = 5%   |
| 2    | Term 1, 2011  | The Blueprint of Life Research       | H1, H4, H5, H8, H9, H10, H12, H13                | 20%       | A = 10%  
     | Week 7        |                                      |                                                  |           | B = 10%  |
| 3    | Term 3, 2011  | Search for Better Health Investigation | H2, H3, H7, H11, H12, H13, H15                  | 20%       | A = 10%  
     | Week 1        |                                      |                                                  |           | B = 5%   
     |               |                                      |                                                  |           | C = 5%   |
| 4    | Term 3, 2011  | Elective Assignment                  | TBA                                              | 20%       | A = 10%  
     | Week 5        |                                      |                                                  |           | B = 5%   
     |               |                                      |                                                  |           | C = 5%   |
| 5    | Term 3, 2011  | Trial HSC Examination                | Range of outcomes                                | 25%       | A = 10%  
     | Week 7        |                                      |                                                  |           | C = 15%  |

- **40%** Component A = Knowledge and Understanding  
- **30%** Component B = Skills in planning and conducting first-hand investigations  
- **30%** Component C = Skills in scientific thinking and problem-solving

### SPORT, LIFESTYLE AND RECREATION ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Total Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4, 2010</td>
<td>Sports Administration</td>
<td>1.1, 4.2, 4.5</td>
<td>15%</td>
</tr>
</tbody>
</table>
<pre><code> | Week 8        | Lunchtime Sport Competition at School|                                                  |                |
</code></pre>
<p>| 2    | Term 1, 2011  | Athletics Research Task              | 1.2, 1.3, 2.2, 2.3                               | 15%            |
| Week 8        |                                      |                                                  |                |
| 3    | Term 1, 2011  | Half Yearly Examination              | Range of outcomes                                | 20%            |
| Week 10       |                                      |                                                  |                |
| 4    | Term 2, 2011  | Fitness                              | 1.2, 1.3, 2.2, 3.2, 3.3, 4.1                     | 15%            |
| Week 9        |                                      |                                                  |                |
| 5    | Term 3, 2011  | Trial HSC Examination                | Range of outcomes                                | 20%            |
| Week 6/7      |                                      |                                                  |                |
| 6    | Term 3, 2011  | Games and Sports Application 1 &amp; 2   | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1                      | 15%            |
| Week 8        |                                      |                                                  |                |</p>
## INDUSTRIAL TECHNOLOGY ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Total Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1, 2011 Week 2</td>
<td>Design and Management: Oral Presentation</td>
<td>H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.2, H6.1</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Term 1, 2011 Week 9</td>
<td>Workplace Communication: PowerPoint Presentation</td>
<td>H3.1, H3.2, H5.1</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Term 1, 2011 Week 10</td>
<td>Half Yearly Examination</td>
<td>H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.2, H6.1</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>Term 3, 2011 Week 2</td>
<td>Industry Study: Structured written analysis on an industry within the focus area</td>
<td>H1.1, H1.2, H3.2, H5.1, H5.2, H7.1</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>Term 3, 2011 Week 7</td>
<td>Trial HSC Examination</td>
<td>Range of outcomes</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Component Weight

1. Industry Study - Broad Industry Report 20
2. Design and Management 20
3. Workplace Communication 10
4. Industry Specific Content/Production 50

Total 100

## BUSINESS STUDIES ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Total Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4, 2010 Week 8</td>
<td>Marketing Marketing Plan Analysis</td>
<td>1.2, 2.1, 3.2, 5.1, 5.2, 5.3</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Term 1, 2011 Week 6</td>
<td>Financial Planning and Management Test</td>
<td>2.1, 3.3, 4.1, 4.2, 5.3, 5.4</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Term 2, 2011 Week 4</td>
<td>Globalisation Case Study</td>
<td>1.1, 2.2, 4.2, 5.1, 5.2, 5.3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Term 2, 2011 Week 10</td>
<td>Management and Change Business Report</td>
<td>3.1, 3.2, 4.2, 5.3</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Term 3, 2011 Week 5</td>
<td>Trial HSC</td>
<td>All</td>
<td>20%</td>
</tr>
</tbody>
</table>
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Our school offers VET Courses in Construction, Hospitality, Primary Industries and Business Services.

Students will be continually assessed to determine whether or not they have achieved specified competencies.

Therefore, there is not an assessment schedule for these subjects.

HOWEVER, STUDENTS IN ALL VET COURSES WHO ELECT TO DO THE OPTIONAL HSC EXAMINATION MUST DO A TRIAL HSC EXAMINATION.

Some students may wish to count their result in these courses towards a ATAR, in which case they will be required to sit an HSC examination. Also, if a student fails to undertake any mandatory work placement components it may be determined that the student has not made a genuine attempt to complete course requirements. If this is the case, they will receive an ‘N’ determination. An ‘N’ determination may also be awarded in the event of a student not completing a satisfactory number of competencies.

EXPLORING EARLY CHILDHOOD SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Topic, Module &amp;/or Task Type</th>
<th>Outcomes</th>
<th>Total Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1, 2011 Week 7</td>
<td>Food and Nutrition Practical Skills / Survey</td>
<td>1.3, 1.4, 6.1, 6.2</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Term 2, 2011 Week 5</td>
<td>Child Health &amp; Safety Design Task</td>
<td>1.2, 1.3, 2.4, 2.5</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Term 3, 2011 Week 2</td>
<td>Historical &amp; Cultural Contexts of Childhood Display</td>
<td>1.4, 2.2, 2.3, 4.2, 6.2</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Term 3, 2011 Week 5</td>
<td>Trial Exam</td>
<td>All Except 1.1, 2.1, 3.1, 4.3, 5.1</td>
<td>25%</td>
</tr>
</tbody>
</table>