



BYRON BAY HIGH SCHOOL

ASSESSMENT POLICY FOR HSC COURSES 2010

Operating from Term 4 – 2009
for the program of study of HSC Courses which lead to the
2010 HSC examination

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- | | |
|-----------------|---------------------------------------|
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Note: This document must be read in conjunction with the booklet
“Rules and Procedures for 2010 HSC Candidates” issued by the
Board of Studies, NSW.



ASSESSMENT POLICY FOR HSC COURSES - 2010

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SECTION 1 BACKGROUND

What are the Rules for Qualifying for the HSC?

The Board of Studies requires that for the award of a Higher School Certificate, students MUST:

- (a) *Study the pattern of courses required by the Board for the required time;*
- (b) *Have a satisfactory record of attendance and application to their studies;*
- (c) *Complete the requirements for a sufficient number of courses, including practical, oral or project works;*
- (d) *Complete assessment requirements for a sufficient number of courses; and*
- (e) *Sit for and make a serious attempt at the Higher School Certificate examination in a sufficient number of Board Developed courses, in compliance with the examination rules.*

What is the Minimum Pattern of Courses?

To qualify for the Higher School Certificate students must study a pattern of Preliminary and HSC courses :

- At least **12 units** must be satisfactorily completed in the Preliminary study pattern and at least **10 units** in the HSC study pattern;
- At least **6 units** must be from **Board Developed Courses**;
- At least **2 units** must be of a Board Developed Course in **English**;
- At least **three courses** must be of **2 units** value or greater (either Board Developed or Board Endorsed Courses);
- At least **4 subjects**.

NB : Each unit is usually equivalent to 3 periods per week at this school.

No more than 6 units of Science can contribute to the 12 Preliminary units and the 10 HSC units.

For most courses, satisfactory completion of the relevant Preliminary course is necessary before attempting a specific HSC course.

Satisfactory Course Completion

Section 11.4 of the Board of Studies' *ACE Manual* states that to meet the course completion requirements, principals must have sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board; and
- (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 a Course in the Vocational Education Training Curriculum Frameworks

The satisfactory course completion criteria listed above also applies to the completion of any courses requiring competency-based assessment. Where a student has not successfully completed any modules, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

Work Placement in VET Courses

The courses in the VET industry curriculum frameworks have been designed to deliver units of competency from the Industry Training Packages.



Work placement is a mandatory HSC requirement of each framework course. For each course, a minimum number of hours is required in the workplace, 70 hours, although the amount of workplace learning needed to achieve the competencies will vary from student to student.

Satisfactory Attendance

While the Board of Studies does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met.

Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

Why HSC Assessments?

- The Board of Studies requires that schools prepare and administer an assessment program in accordance with specifications provided by the Board. These specifications identify the components of the course to be assessed, the weightings, and the timing of tasks. Assessment tasks are designed to measure knowledge, skills and understanding of a wide range of outcomes. These may include tests, written assignments, practical activities, fieldwork and projects. It is not possible to test everything you do in one formal written HSC Examination.
- The Board of Studies requires that schools submit an internal assessment mark to the Board for each of your courses. (You do not receive an assessment mark for VET framework courses.) The mark will be based on the tasks outlined in the school's assessment program, in line with syllabus component weightings for internal assessment.
- Schools are required to rank all students doing the same course.
- For Board Developed courses, the raw assessment marks for each course will be moderated by the Board according to the performance of the students in your school in the HSC examination for that course. Your position in the course assessment rank order will not be altered by the moderation process. For Board Developed courses, the moderated school Assessment is worth 50% of the final mark for that course, while the HSC examination result provides the other 50% of the final mark.
- For Board Endorsed courses, the school Assessment is the final mark which appears on the Higher School Certificate. This mark is not moderated.
- Assessment of students for Life Skills courses in Stage 6 is against the achievement of outcomes as identified through the individual transition process (see Section 16.4 ACE Manual)

Definitions

Board Developed Courses

These courses are those which syllabuses have been devised by the Board of Studies and for which there is a final state-wide HSC examination. These courses contribute to the ATAR (Australian Tertiary Admissions Rank).

Board Endorsed Courses

These are courses approved by the Board of Studies. They count towards the HSC and are listed on the Record of Achievement but they do not count towards the calculation of the ATAR. These include School Designed Courses as well as Content Endorsed Courses.



SECTION 2 THE SCHOOL POLICY

1. What is the Purpose of This Document?

- 1.1 The purpose of this policy document is to provide a reference for all criteria relating to the implementation of the school-based component of the Assessment Program for HSC courses.
- 1.2 Each Assessment policy document for a Board Developed Course **MUST** be developed according to:
 - The Board's Syllabus guidelines for that course.
 - The school's HSC Assessment policy (i.e. this document).
- 1.3 Each Board Endorsed course must follow the Assessment plan devised by the school or TAFE and approved by the Board.
- 1.4 The school reserves the right to substitute or alter any part of this Assessment Policy at any time provided that such alterations be consistent with the Policy of the Board of Studies and that students and parents are notified and that all students involved are affected equally.
- 1.5 Students are to read and understand this document and the HSC Assessment policies for all subjects studied.
- 1.6 Students are to complete a signed acknowledgment form that they have read and understood this document. This form is returned to school and kept on file.

2. Assessment Period

- Formal Assessments for the HSC courses must not commence until after the completion of the relevant Preliminary course. Students who have been allowed to enter the HSC course on probation will need to complete outstanding Preliminary assessment tasks concurrently with HSC assessment tasks.
- This means that they may commence in Term 4 in Year 11 (although some courses will not commence formal Assessment tasks until Term 1 or 2, Year 12).
- Formal Assessment tasks should be aimed to finish with the Trial HSC examination in Year 12.

3. Assessment Tasks

3.1 *Types of Tasks*

- Each course requires students to complete a large number of tasks, in order to demonstrate satisfactory application and completion.
- Only a small number of such tasks are used for the formal HSC Assessment.
- Students must complete all required tasks in each course (not just the formal Assessment tasks) if they wish to qualify for the award of the HSC.
- Other tasks are often more important than the formal tasks because they lay down the background knowledge and skills in each subject.

3.2 *Number of HSC Assessment Tasks*

- As a general principle, there should be *approximately five* formal Assessment tasks, including major examinations, per 2 Unit subject for Board Developed Courses. For some courses it is necessary to have more than five tasks, because of the actual component areas to be assessed.



- The number of tasks for each Board Endorsed Course will be according to the Assessment plan devised by the school or TAFE when the course was approved by the Board of Studies.

3.3 *Nature of HSC Assessment Tasks*

- (a) The Assessment schedule should incorporate sufficient tasks which will reflect a balance among the syllabus objectives and outcomes statements as set out in the official syllabus (or course outline for Board Endorsed Courses) for each course.

These tasks can be designed to :

- rank each student's achievement of the intended outcomes;
- measure knowledge, skills and understanding of a wide range of outcomes.

In designing tasks, teachers should aim to achieve an appropriate balance between aspects such as :

- recall, analysis, synthesis
- individual work vs group work
- practical skills, excursion and fieldwork tasks
- research skills, oral skills and written communication skills.

Unless all aspects can be examined in a formal examination setting, some tasks should be other than formal written examinations.

- (b) Assessment tasks should be designed to :

- discriminate between students;
- provide a rank order of students;
- highlight relative gaps between students.

It is important that teachers are able to either :

- ensure the work submitted by each student is all their own work;
- or - ensure that the proportion of contribution of each student in a group and apportion marks accordingly.

- (c) Whilst it is recognised that certain research type assessment tasks may show evidence of outside help, the evaluation of the same is left with the discretion of the teacher evaluating the task. Such outside help can be valuable and may be what is being sought in setting a particular assessment task. It is suggested, however, that a follow up in class essay (or such like) be also included as an assessment task.

- (d) Assessment tasks for parallel classes attempting the same course must be the same AND as far as possible should be administered at the same time.

3.4 *Schedule of Tasks*

- (a) The Assessment Schedules for each course are detailed in the third section of this book. The Assessment calendar will be completed by the Deputy Principal and a copy is located in the Deputy Principal's office. A copy of the Assessment Calendar will be distributed to all students.
- (b) A minimum of two weeks notice of any task is to be given to the students.



- (c) Tasks in most cases should not be scheduled in the moratorium period of two weeks prior to major examination periods, excluding tasks of a purely practical nature conducted exclusively in school time which require the use of school equipment.

3.5 *Value of HSC Assessment Tasks*

- (a) Individual tasks should have a minimum value of 10% (except where stated in certain Content Endorsed courses) and no more than 40% of the total weighted mark.
- (b) The syllabus for each subject provides information about mandatory assessment requirements for the HSC courses.
- (c) Assessment schedules detail components being assessed and the value of each task.

3.6 *Registration of HSC Assessment Tasks Completed and Submitted*

- For formal examinations, students must complete and hand in one attendance voucher for each examination paper attempted.
- For all other tasks students must complete an "Assessment Cover Sheet". A sample is included in this book. The forms will be available from teachers. The form will be signed by the teacher and the tear off section should be kept by the students as a receipt.
- Schools are required to maintain records of marks awarded for each task identified as part of the HSC assessment program.
- Schools should maintain a central register of all tasks, marks and ranks.

4. **How Will Assessment Information Be Communicated?**

4.1 *Communication to Students*

- (a) Students must be told prior to the assessment period :
- The Board requirements for each course.
 - The Assessment tasks to be attempted and completed.
 - The proportion each task contributes to the final Assessment.
- (b) Students will be informed in writing, for each task, what actual components are being assessed and the weightings of each component. Details of the syllabus outcomes being assessed are required for all Board Developed courses.
- (c) Following the completion and submission and marking of an Assessment task, students will receive clear feedback on their performance. This advice should indicate :
- students' attainments in the task relative to the outcomes
 - students' relative positions within the school group
 - Cumulative rankings in the course at that time.
- (c) Cumulative rankings will be recorded on school reports after major examination periods.

NB : The Board of Studies states that : "*Cumulative totals are confidential, and are not to be given to students.*"

4.2 *Communication to Parents of Student Progress*

A regular guide to individual student progress will be provided by:



- Teacher comments on assignments, tasks and school reports.
- Marks and comments on completed Assessment tasks.
- Marks and comments for other tasks completed.
- School reports after examinations.
- Reports made to parents at their request.
- Letters sent to parents regarding student progress.

4.3 *Communication to Student and Parents re “Non Completion of an HSC Course”*

Refer to Part 6 of this Section.

4.4 *School Registration Procedures*

- (a) Issue of Assessment information (including change of schedule) to be recorded in individual teacher mark books to ensure there is a record of student notification.
- (b) Assessment marks to be recorded in teacher and faculty mark books and on disk.
- (c) A Central Register will be maintained by the HSC Administrator. It will consist of a sample of the task, the “agreed mark” for each student, the rank for each student in that task and the cumulative rank for each student in that class. The Central Register will also contain all applications for variations.

5. **Student Default Procedure**

5.1 Illness/Misadventure at the time of an Assessment Task

It is necessary that a parent (or the student, if living independently) contacts the school immediately if one or more of the following occurs:

- there is a problem completing Assessment tasks by the due date. Only in exceptional cases will an extension be given. Extensions can only be given by the HSC Administrator in consultation with the Head Teacher and teacher. Teachers should regularly monitor student progress so justice can still be done if a task is submitted late.
- a student’s performance in an assessment task has been affected by illness or unforeseen misadventure suffered immediately before or during the assessment period.
- a student is prevented from attending an assessment task due to illness and/or misadventure.
- a student is prevented from submitting an on-going assessment task in person (this includes practical projects, reports, speeches etc requiring preparation before the due date) due to illness and/or misadventure. The school expects the student to make alternative arrangements to have the task submitted on the due date. This will ensure that the assessment process is not compromised.

Note: Only in exceptional cases, the HSC Administrator, in consultation with the Head Teacher and teacher, may accept the task without penalty.

The parent or student should direct a message to the HSC Administrator.

Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

Students are required to complete an Absence/Illness/Misadventure Application as soon as possible (See Section 5.3)



Note: Students cannot submit an appeal on the basis of misreading an assessment task/exam timetable. If you miss an assessment task or arrive late to an assessment task, because you have misread an assessment task/exam timetable contact the HSC Administrator immediately.

5.2 *Absence on the Day of an Assessment Task due to other Commitments*

If the student is going to be absent on the day of an Assessment task the student must give notice in writing beforehand to the Head Teacher and complete the "Absence From An Assessment Task" form.

Note: Students will not be able to complete tasks of an exam nature before the due date. See Section 5.3 and 5.4 below.

5.3 *Completing Absence/Illness/Misadventure Applications*

On return to school students are required to report to the HSC Administrator immediately and complete an absence/illness/misadventure application. A sample has been included in this booklet.

Students should report to the teacher/Head Teacher of the subject concerned immediately if the HSC Administrator is unavailable.

If the student has not followed this procedure on return to school *Section 5.5* will apply.

On return to school, students will be given **2 days** to provide independent advice or certification of reason of absence (e.g. doctor's certificate regarding illness). This **cannot** be provided by a relative.

This must be shown to the HSC Administrator who will put the certificate in the student's file.

In the case of those students presenting medical certificates from "natural" practitioners (e.g. Chinese herbalists) **all** the evidence including the certificate needs to be considered and **corroborated**. The nature of the disease in relation to the qualifications of the practitioner needs to be considered.

All illness/misadventure applications will be considered by the HSC Administrator Co-ordinator.

If the application is successful the task is marked without penalty.

If the application is unsuccessful the task is marked with penalty and *Section 5.5* will apply.

NOTE:

Irrespective of the outcome of the illness/misadventure application, all students will be required to complete the task/substitute task to show evidence that the student has met the course completion requirements.

The HSC Administrator forwards the application to the Head Teacher of the subject concerned to administer the task or a substitute task/estimate.

If the student's application is unsuccessful, students are entitled to lodge an appeal by completing the "Student Appeal re Decision on Absence from an assessment Task" form.

A student wishing to appeal will complete the appeal form (available from the HSC Administrator) and submit it to the HSC Administrator within one day of being informed of the illness/misadventure application decision.

The appeal will be considered within 2 school days of being submitted to the HSC Administrator by the in-school Assessment Task Review Committee comprising:

- The Principal or Deputy Principal
- HSC Administration Coordinator
- The Head Teacher of the subject concerned
- Another Head Teacher



If the student's appeal is successful, the student will be informed.

If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

5.4 *Estimates/Substitute Tasks*

- A substitute task *may* be administered or an estimated mark *may* be given at the discretion of the Head Teacher when a student is absent from a task with a *valid reason*.
- It is anticipated that parents or the student would have already contacted the school regarding the problem and the above procedures (5.1, 5.2) have been followed.
- Consultation between the Head Teacher and HSC Administrator will determine appropriate measures for :
 - A student who is absent for a prolonged period with valid reason.
 - OR
 - A student who suffers from a chronic trauma.

5.5 *Award of Zero*

Zero will be awarded for any task when :

- The student is absent from a task without valid reason.
- A task is submitted after the due date without valid reason.
- There is sufficient evidence of malpractice. (See below)
- There is sufficient evidence of a non-serious attempt.
- Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

In all Assessment tasks, non-serious attempts will be identified by the teacher/Head Teacher and dealt with by the Principal. This could result in a mark of zero.

The Board of Studies states that:

"Students studying a HSC course must make a genuine attempt at Assessment tasks that contribute in excess of 50% of available mark. If this is not the case the Principal must indicate that the course has not been satisfactorily completed."

The Principal will then apply the 'N' Determination for that course. (See Part 6 of this Section.)

Note: In the HSC examination, a non-serious attempt may mean a non-award in the course concerned, thereby rendering some candidates ineligible for the award of the HSC.

This will be communicated:

- To the student by the teacher/Head Teacher.
- To the parents by a letter from the Principal.

5.6 *Procedures Relating to Malpractice*

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledge appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks and may jeopardise your HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source



- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (a copy is included in this policy)
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- unexplained absences
 - on the day before the task
 - during periods before the task
 - late to school on the day of the task
 - on the day of the task

5.7 *Frivolous or Objectionable Material*

Teachers/Head Teachers will bring to the HSC Administrator's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being classified as a non-serious attempt. This could result in a mark of zero.

5.8 *Technological Failure*

Students will need to provide independent evidence of the technological failure, eg. Attempts to rebuild or recover, printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

6. **Students at Risk**

6.1 *Official Warning - Non-Completion of an HSC Course*

Where it is determined that a student has not met the Course Completion Criteria (see Satisfactory Course Completion page 2), they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The Board of Studies requires that the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing as detailed in Section 15 of the ACE Manual. This warning should be given in time for the problem to be corrected. The Board of Studies also requires that if the first warning letter is not effective, a further warning letter(s) should be sent. (See sample standard form letter in Appendix.) A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Students who are in danger of being given an 'N' determination will be interviewed by the teacher and Head Teacher initially and may be referred to the Year adviser and Principal. (Notation of any such interview will be kept in the student's file.) A parent interview will be conducted if applicable.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination as outlined below.



6.2 Procedures Required to Issue a Non-Completion of Course ('N') Determination

- A **Principal's Determination Form** will be completed for each student who is to be given an 'N' determination.
- The Principal will explain to the student the reasons for the determination/s made on the form and advise him/her of the consequences of this determination. This course/s will not be listed on the student's Higher Certificate Record of Achievement, unless the student seeks a review of this determination and the appeal is successful. The 'N' determination in this course/s may also effect the student's eligibility for the award of a Higher School Certificate. To be issued with a Higher School Certificate a student must have successfully completed 10 units of study.
- The student will be advised of his/her right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal. The student will be provided with a blank **Student Appeal Form** and advised of the final date of submission of this form.
- The Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the **Principal's Determination Form**.
- If the student is under 18 years of age the signature of the student's parent/guardian must also be obtained.
- The student will be provided with a completed photocopy of this form.

Remember

Students who have received an 'N' Determination have a right of appeal (see relevant section of the ACE Manual and Part 8.3 of this Section).

6.3 Byron Bay High School Senior Board of Review

A Senior Board of Review will consist of the HSC Administrator, the Head Teacher Administration and the relevant Year Advisor. It will formally convene in the second half of each term to interview senior students whose effort, results and attitude indicate lack of acceptable progress in the HSC course, normally in two or more subjects.

The purpose and functions of the Board of Review will be to:

- Warn the student that their progress in the HSC course may be jeopardised, and that they may be at risk of non-completion.
- Discuss the pertinent issues with the student, agreed solutions/strategies and the time frame for remedial action.
- Review student attendance in each case.
- Review any other relevant material.
- Inform parents/caregivers in writing of the determination of the Board of Review.
- Monitor subsequent progress or lack thereof through written classroom teacher feedback.
- Re-interview the student at a subsequent Board of Review (or sooner if necessary) when a student is clearly failing to fulfil the agreed conditions.
- Recommend to the Principal that a student be warned of expulsion from school for Unsatisfactory Participation in Learning.

Process

- Referral from classroom teachers and Faculty Head Teacher
- Letter advising student of date/time/place of interview will be hand delivered to student by the Head Teacher Administration or delegated staff member.
- Feedback re determinations of the Board would be summarised by the Head Teacher Administration, and distributed to Faculty Head Teachers after the interview day.



- Letters summarising the determination of the Board of Review and agreed solutions/strategies/timeframes as well as consequences for non-compliance, would be prepared by the Head Teacher Administration and posted to parents after the interview day.

Benefits

- Consistent whole school monitoring of senior student progress, including the collation of cross-faculty data on a student over time.
- Efficient identification, intervention and monitoring of students requiring assistance and guidance.
- Staff have an overview of a student's profile.

7. What About Special Groups of Students?

7.1 For Students Repeating Year 12

The Assessments will begin at the commencement of Year 12.

7.2 For Students Transferring from Other Schools/Courses

Assessment will commence at the time of transfer. For students from other schools advice will be sought from the prior school.

NB : *Assessment is to be made on available evidence in common tasks for both these groups.*

7.3 Special Consideration/Provisions

Students with a specific disability or medical problem will be given consideration as approved by the Board of Studies (**UPON APPLICATION**). If a student thinks they qualify for such special consideration, they must see the Year Adviser or the Head Teacher of the course concerned.

8. Appeals Procedure

8.1 Assessment Review - Individual Tasks

Once an Assessment task has been assessed and the mark accepted, i.e. recognised by both teacher and student, then it constitutes an "agreed mark" and cannot be altered - nor does the work have to be kept by the teacher as it is ineligible for remark.

If the student does not accept the mark i.e. there is not an "agreed mark", students are entitled to lodge an appeal by completing the "Student Appeal arising from assessment Task" form.

A student wishing to appeal will complete the appeal form (available from Head Teachers) and submit it to the Head Teacher immediately (no later than on the day the marked task is returned to the student). The assessment task will be retained by the teacher and given to the Head Teacher until the appeal is considered.

The appeal will be considered within 3 school days of being submitted to the Head Teacher by the in-school Assessment Task Review Committee comprising:

- The Principal or Deputy Principal.
- HSC Administration Coordinator.
- The Head Teacher of the subject concerned.
- Another Head Teacher

If the student's appeal is successful, the student will be informed and other students in the school group informed of changes (if any) in relative positions within the school group.



If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

8.2 **Final Assessment Appeal** (Details found in ACE Manual)

Final Assessment ranks will be given by teachers to students before the HSC examinations and from the Board of Studies after the HSC examinations.

This can occur at either time mentioned above, i.e. when given by teachers before the HSC examinations or from the Board of Studies after the HSC examinations.

Students are only entitled to challenge the final Assessment ranking on one or more of the following grounds :

- That the Assessment procedure for a particular course did not occur according to the weighting of components as required by the Board of Studies.
- That the school's or relevant subject's Assessment Policy has not been followed.
- That computational/clerical errors have led to the student's rank in a course being incorrectly determined.

An in-school appeal will be considered by a Assessment Review Committee comprising :

- The Principal or Deputy Principal.
- HSC Administration Coordinator.
- The Head Teacher of the subject concerned.
- Another Head Teacher.

Students may also appeal to the Board's Assessment Institution after the HSC examinations but no later than the closing date as advised each year.

8.3 **Appeal on 'N' Determination** (Details found in ACE Manual)

A student may appeal an 'N' determination. When an 'N' determination is made, the Principal's Report should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal will complete the Student Appeal form and submit it to the Principal immediately.

The Principal will be advised by a in-school 'N' Appeal Review Committee comprising :

- The Deputy Principal.
- HSC Administration Coordinator.
- The Head Teacher of the subject concerned.
- Another Head Teacher.

If the student's appeal is successful at the school level, notification will be sent to the Board so that the 'N' can be removed from both the assessment schedule and the unsatisfactory completion of course schedule.

If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted together by the date specified by the Board of Studies.



9. Communication of the Policy

Policies will be communicated each year to :

- (a) **Staff** - By full staff meetings, faculty meetings and current booklet for school policy.
- (b) **Parents** - Booklet distributed through students containing school policy and individual course/faculty policy document, with Return Form/letter placed in student's file.
- (c) **Students** - Booklet containing school policy and the individual course/faculty policy documents, with Return Form/letter placed in student's file.

10. Further Advice and Information

This may be obtained from :

- The Principal or Deputy Principal.
- The teacher or Head Teacher of that subject.
- The HSC Administration Co-ordinator.
- School library for copies of all Syllabus documents including those on Assessment.
- The ACE Manual (Principal, Library, HSC Administration Co-ordinator)
- Regional Board of Studies Liaison Officer (BOSLO).

At the time of writing, this is Edwina McCoy, located at Coffs Harbour –
Ph : 02 6659 3274 Fax : 0266593275

Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Tel: (02) 9367 8111 Fax: (02) 9367 8484, www.boardofstudies.nsw.edu.au

11. Changes/Alterations

Changes to school policy will be issued in writing to:

All members of staff concerned

- All students affected by the change (with registration that they have received the changes) and their parents

Any changes/alterations to course/faculty policy must be in writing and distributed to:

All members of staff concerned

- All students affected by the change (with registration that they have received the changes) and their parents
- The Principal
- The Deputy Principal
- The relevant Year Advisers
- The HSC Administration Co-ordinator
- The relevant Head Teacher.

The school reserves the right to substitute or alter any part of this Assessment Policy at any time provided that such changes be consistent with policy of the Board of Studies and that students and parents are notified and that all students involved are affected equally.

Barry Miller
Principal
October, 2009



BYRON BAY HIGH SCHOOL

SENIOR STUDENT EXAMINATION RULES

BE AT YOUR EXAMINATION VENUE 15 MINUTES BEFORE THE START OF YOUR EXAM

1. Students must follow the day-to-day rules of Byron Bay High School.
2. Students are expected to wear School Uniform during examinations.
3. Students must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
4. Students should go to the toilet before entering the examination so that there are no disturbances.
5. Students are to leave their school bags on the stage of the MPC for security.
6. Students must not:
 - (a) take a mobile phone or programmable watch into the examination room; (leave in your bag switched off or in the box at the front of the hall)
 - (b) take any electronic device (eg IPOD's, MP3 Players) into the examination room, unless approved by the Board of Studies;
 - (c) speak to any person other than a supervisor during an examination;
 - (d) behave in any way likely to disturb the work of any other students or upset the conduct of the examination;
 - (e) take into the examination room, or refer to during the examination, any books or notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable;
 - (f) take any writing booklets, whether used or not, from the examination room;
 - (g) take any examination question papers from the examination room.
7. Students are to bring all necessary equipment for each examination. **NO PENCIL CASES** in the examination room.
8. Writing pads will be supplied - no paper is to be taken into or out of the examination room.
9. Students are to ensure that all papers are fastened together - preferably with a stapler. Bring your own stapler.
10. Students are responsible for ensuring that their examination answers are handed to the supervisor.
11. Students must not leave the examination room (except in an emergency) until one hour after the start of the examination.
12. Students may not leave the examination room during the last 15 minutes of the examination.
13. If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be referred to the Principal. The penalty may be cancellation of papers for the course concerned which could result in a mark of zero.
14. If you do not make a serious attempt at an examination, you will be referred to the Principal. This could result in a mark of zero. Teachers/Head Teachers will bring to the HSC Administrator's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being classified as a non-serious attempt. This could result in a mark of zero. Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

STUDENTS ARE REMINDED TO REFER TO THE STUDENT DEFAULT PROCEDURES IN THE ASSESSMENT POLICY FOR HSC COURSES.

If you are going to miss an examination, you must telephone the school prior to the commencement of your examination so your absence can be registered in a book at the front office. On return to school after illness you will require a Doctor's Certificate explaining the absence within 2 days as stated in the Assessment Policy. Please see the HSC Administrator to organise possibility of rescheduling of the examination. The Doctor's Certificate is placed on the student's file.



BYRON BAY HIGH SCHOOL

ASSESSMENT COVER SHEET

The following section is to be completed by the student:

SUBJECT:

- Student's Name:
- Description of Assessment Task:
.....
.....
- Date Assessment Task Due:
- Date Submitted: *If submitted late, a late and Illness/Misadventure Application (available from HSC Administrator) needs to be completed.*
- *I declare that this work is my own (and has not been submitted for academic credit in any other subjects). I have acknowledged all materials and sources used in the preparation of this assignment. I declare that I have read and agreed to abide by the Byron Bay High School Assessment Policy.*
- Student's Signature:
- Class Teacher:
- Received by: Date:
(Teacher signature)

Mark Awarded

Rank

Cumulative Rank

.....
(Tear along this line)

- *The following section is to be completed by the student and is kept by the student as a receipt.*
- Student's Name:
- Subject:
- Assessment Task:
.....
- Date Submitted:
- Received by: Date:
(Teacher Signature)



BYRON BAY HIGH SCHOOL

Absence from an Assessment Task and Illness/Misadventure Application

NAME: YEAR: SUBJECT:

DATE OF ASSESSMENT TASK: TIME OF ASSESSMENT TASK:

REASON FOR INABILITY TO ATTEND OR SUBMIT TASK ON TIME: (Describe how the illness &/or misadventure you have suffered has affected your performance or prevented you from attending the task or submitting the task on time. Give details of any action you took to report this.)

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

(Additional pages may be stapled onto this form(or PTO & use the back if more space is needed).

Note: Remember it is vitally important that you provide independent evidence of your claim. The documentation you provide must be current, specific to the date & time of the task. In the case of the Doctor's Certificate the following information is required:

1. In case of illness, the date of onset of the illness, & duration of the condition, plus any additional dates of consultation.
2. The specific details of the illness/misadventure should be outlined. In the case of illness, health professionals should describe the student's symptoms and describe how these symptoms would impede the student's performance.

SIGNED: (Student)

TO BE COMPLETED BY PRELIMINARY/HSC ADMINISTRATOR:

DATE RECEIVED: TIME RECEIVED:

REASON: Satisfactory / Unsatisfactory DOCTOR'S CERTIFICATE ATTACHED: Yes / No

SIGNED: (Preliminary/HSC Administrator)

OUTCOME: Student to complete Task/Substitute Task or Estimate

DATE OF COMPLETION:

SIGNED: (Head Teacher)

CLASS TEACHER NOTIFIED:

SIGNED: (Class Teacher)



BYRON BAY HIGH SCHOOL

Student Appeal Arising from Assessment Task

This form should be completed only if the student does not accept the mark received in an individual assessment task i.e. there is not an “agreed mark”.

If submitting an appeal, this form is to be completed and signed by the student no later than on the day the marked task is returned to the student. The assessment task will be retained by the teacher and given to the Head Teacher until the appeal is considered.

This application is to be submitted to the Head Teacher of the course.

Student’s Name: **Date:**

Subject: **Assessment Task:**

Student Statement in Support of Appeal:

My appeal is based on the following grounds:

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

(Additional pages may be stapled on to this form if more space is needed)

The appeal will be considered within three schools days of being submitted to the Head Teacher by the In School Assessment Task Review Committee.

The Head Teacher of the course concerned will advise you of the outcome of the school review of your appeal. If the student’s appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group.

If the student’s appeal is unsuccessful, the student will be informed and no further actions are available.

Student signature: **Date:**

Received by: **Date:**

(Head Teacher Signature)

(Tear off and retain for your own record)

The following section is to be completed by the student and is kept by the student as a receipt of student appeal arising from an assessment task.

Student’s Name: **Subject:**

Assessment Task:

Received by: **Date:**

(Head Teacher Signature)



BYRON BAY HIGH SCHOOL

Student Appeal arising from Decision on Absence from an Assessment Task and Illness/Misadventure Application

This form should be completed only if the student does not accept the decision on absence from an assessment task and illness/misadventure application.

If submitting an appeal, this form is to be completed and signed by the student within one day of being informed of the illness/misadventure application decision.

This application is to be submitted to the Preliminary/HSC Administrator.

Student's Name: **Date:**

Subject: **Assessment Task:**

Student Statement in Support of Appeal:

My appeal is based on the following grounds:

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

(Additional pages may be stapled on to this form if more space is needed)

The appeal will be considered within two schools days of being submitted to the Preliminary/HSC Administrator by the In School Assessment Task Review Committee.

The Preliminary/HSC Administrator will advise you of the outcome of the school review of your appeal. If the student's appeal is successful, the student will be informed.

If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

Student signature: **Date:**

Received by: **Date:**
(Preliminary/HSC Administrator)

(Tear off and retain for your own record)

The following section is to be completed by the student and is kept by the student as a receipt of student appeal arising from decision on absence from an assessment task and illness/misadventure application.

Student's Name: **Subject:**

Assessment Task:

Received by: **Date:**
(Preliminary/HSC Administrator)



Name and Address of parent/guardian

OFFICIAL WARNING
NON-COMPLETION OF AN HIGHER SCHOOL CERTIFICATE COURSE

Student's Name: Date:

We are writing to advise that your son/daughter (NAME) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in, (COURSE).

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as the _____ (eg 1st, 2nd) we have issued concerning (COURSE NAME).

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of task worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date (STUDENT NAME) has not satisfactorily met the Course Completion Criteria because:

- he/she has not followed the course developed or endorsed by the Board
he/she not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
not achieved some or all of the course outcomes.

The following table lists those tasks, requirements or outcomes not yet completed or achieved and/or for which a genuine attempt has not been made. In order for (STUDENT NAME) to satisfy Course Completion Criteria the following tasks, requirements or outcomes need to be satisfactorily completed:

Table with 4 columns: Task Name/Course Requirement or Course Outcome, Date Task Initially Due (if applicable), Action Required by Student, Date to be Completed By (if applicable)

Please discuss this matter with (STUDENT NAME) and contact the school if further information or clarification is needed.

Yours sincerely,

CLASS TEACHER

HEAD TEACHER

PRINCIPAL

Please sign, detach and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF AN HSC COURSE

Student's Name: _____

- I have received the letter dated _____ indicating that (STUDENT NAME) is in danger of not having satisfactorily completed (COURSE NAME).
I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
I am also aware that the 'N' (non-completion) determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: Date:

Student's signature: Date:



A 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. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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	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	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, (<i>analyse/evaluate</i>) reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by examples
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



SECTION 3 ASSESSMENT SCHEDULES

The Assessment Schedules are grouped into **Board Developed Courses** and **Board Endorsed Courses**.

Each course Assessment Schedule indicates the **syllabus components** and **weightings**, the **task type** and **due date** (Term and Week).

The **syllabus outcomes** for each course will be **provided** by the class teacher at the **commencement** of the **course**.

Each **Assessment Task** will provide details of the **syllabus outcomes** being assessed.

All syllabus outcomes (except values and attitudes) should be addressed in the **course**. Often a number of outcomes can be addressed by a single task.

For further information on **assessment schedules** for courses the **class teacher** or **Head Teacher** of the subject should be contacted.

ASSESSMENT SCHEDULES

BOARD DEVELOPED COURSES

ENGLISH

OTHERS ALPHABETICAL



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

ENGLISH (ADVANCED)

SYLLABUS COMPONENT	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
		Date Due : Term 4 2009 Week 8 Task : Area of Study	Date Due : Term 1 2010 Week 7 Task : MOD B	Date Due : Term 1 2010 Week 9-10 Task : Half Yearly Exam	Date Due : Term 2 2010 Week 6 Task : MOD A	Date Due : Term 3 2010 Week 1 Task : MOD C	Date Due : Term 3 2010 Week 4 - 5 Task : Trial HSC Exam
LISTENING	15%	10%				5%	
SPEAKING	15%	15%					
READING	25%		5%	5%		5%	10%
WRITING	30%		10%	5%		5%	10%
VIEWING & REPRESENTIN G	15%				15%		
TOTAL	100%	25%	15%	10%	15%	15%	20%
AREA OF STUDY	40%	25%		10%			5%
MODULE A Comparative Study of Texts	20%				15%		5%
MODULE B Critical Study of Texts	20%		15%				5%
MODULE C Representation and Text	20%					15%	5%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

ENGLISH (EXTENSION 1)

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due : Term 1 2010 Week 4 Task : 1	Date Due : Term 1 2010 Week 10 - 11 Task : 2 Half Yearly Exam	Date Due : Term 2 2010 Week 8 Task : 3	Date Due : Term 3 2010 Week 4 - 5 Task : 4 Trial HSC Exam
H 4	Listening & Speaking	10			10	
H 3	Reading & Writing	30	5	5	10	10
H 1 H 2	Viewing & Representing	10	10			
	Marks	50	15	5	20	10



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

ENGLISH (EXTENSION 2)

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
		Date Due : Term 4 2009 Week 7	Date Due : Term 2 2010 Week 5	Date Due : Term 3 2010 Week 1
		Task : 1	Task : 2	Task : 3
PROPOSAL: Presentation of proposal for major work	10	10		
VIVA VOCE: Interview and discussion / exploration of the work in progress / annotated bibliography / fulfilment of deadlines	20		20	
REPORT : The impact of independent investigation on the development of the Major Work	20			20
Marks	50	10	20	20

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

ENGLISH (STANDARD)

SYLLABUS COMPONENT	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
		Date Due : Term 4 2009 Week 8	Date Due : Term 1 2010 Week 7	Date Due : Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 7	Date Due : Term 3 2010 Week 1	Date Due : Term 3 2010 Week 4 - 5
		Task : 1 Area of Study Journeys	Task :2 Module B	Task : 3 Half Yearly Exam	Task : 4 Module A	Task : 5 Module C	Task : 6 Trial HSC Exam
LISTENING	15%	5%	5%			5%	
SPEAKING	15%	15%					
READING	25%		5%	5%		5%	10%
WRITING	30%	5%	5%	5%		5%	10%
VIEWING & REPRESENTING	15%				15%		
TOTAL	100%	25%	15%	10%	15%	15%	20%
AREA OF STUDY	40%	25%		10%			5%
MODULE A	20%				15%		5%
MODULE B	20%		15%				5%
MODULE C	20%					15%	5%



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

AGRICULTURE (2 Unit)

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due : Term 4 2009 Week 8	Date Due : Term 1 2010 Week 10	Date Due : Term 2 2010 Week 10	Date Due : Term 3 2010 Week 4 - 5
		Task : Farm/Product Study Report	Task : Half-Yearly Examination	Task : Elective Investigation	Task: Trial HSC Examinations
Farm/Product Study	25%	20%			5%
Plant/Animal Production	45%		25%		20%
Electives	30%			20%	10%
Marks	100%	20%	25%	20%	35%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

ANCIENT HISTORY

SYLLABUS COMPONENTS AND CONTENT AREAS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
(a) Ancient Society	Date Due Term 4 2009 Week 8	Date Due Term 1 2010 Week 7	Date Due Term 1 2010 Week 10-11	Date Due Term 2 2010 Week 5	Date Due Term 2 2010 Week 9	Due Date Term 3 2010 Week 4-5
(b) Core Study						
(c) Personality	Task : Source Analysis	Task: Source Analysis	Task: Half-Yearly Examination	Task : Research Essay	Task : Oral presentation	Task : Trial HSC Examination
(d) Historical Period						
Ancient Society			5%			
Core Study	15%	Source Analysis 10% Research 5%	5%			
Historical Period				15%	10%	
Personality					Research 5%	
Marks	15%	15%	10%	15%	15%	30%



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

BIOLOGY (2 Unit)

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due : Term 4 2009 Week 7	Date Due : Term 1 2010 Week 7	Date Due : Term 1 2010 Week 10 - 11	Date Due : Term 3 2010 Week 4 - 5
		Task : Open ended investigation	Task : In Class Research: Reproductive Technology	Task : Half-yearly Examinations	Task: Trial HSC Examinations
Knowledge and Understanding	40%		15%	5%	20%
Skills in planning and conducting 1 st hand investigation and in communicating information	30%	20%	5%		5%
Skills in scientific thinking, problem solving, plus communicating understandings and conclusions	30%	5%	5%	15%	5%
Marks	100%	25%	25%	20%	30%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

BUSINESS STUDIES (2 Unit)

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due : Term 4 2009 Week 7	Date Due : Term 1 2010 Week 5	Date Due : Term 1 2010 Weeks 10 & 11	Date Due : Term 2 2010 Week 7	Date Due: Term 3 2010 Weeks 4 & 5
		Task : Stimulus based skills Management Theory	Task : Stimulus based skills Financial Management	Task : Half Yearly Examination	Task : Research Report – Case Study Globalisation	Task: Trial HSC Examination
Tests	50%			20%		30%
Case Studies	30%				30%	
Stimulus	20%	10%	10%			
Task Value	100%	10%	10%	20%	30%	30%



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

CHEMISTRY (2 Unit)

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due : Term 4 2009 Week 8	Date Due : Term 1 2010 Weeks 10-11	Date Due : Term 2 2010 Week 6	Date Due : Term 3 2010 Weeks 4 - 5
		Task : Process Task	Task : Half Yearly Examination	Task : Practical Test	Task : Trial HSC Exam
Knowledge and Understanding	40%	5%	15%		20%
Skills in planning, 1 st hand investigation and communication	30%	10%		15%	5%
Skills in scientific thinking, problem solving, communicating understandings and conclusions	30%	5%	5%	15%	5%
Marks	100%	20%	20%	30%	30%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

COMMUNITY & FAMILY STUDIES

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due Term 4 2009 Week 8	Date Due Term 1 2010 Week 10-11	Date Due Term 2 2010 Week 10	Date Due Term 3 2010 Week 2	Due Date Term 3 2010 Week 4-5
		Task : Ind Research Project	Task: Half-Yearly Examination	Task: Parenting & Caring	Task : Community Groups	Task : Trial HSC Examination
Research	35%	IRP Plan 5% IRP Diary 5% IRP Report 25% Term 2 Week 5				
Knowledge and Understanding	40%		15%			25%
Skills	25%			10%	15%	
Marks	100%	35%	15%	10%	15%	25%



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

DESIGN AND TECHNOLOGY

	ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due : Term 4 2009 Week 7	Date Due : Term 1 2010	Date Due : Term 2 2010 Week 7	Date Due : Term 3 2010
			Task : Oral Presentation	Task : Half Yearly Examination	Task : Report – Case Study Innovation	Task : Trial HSC Examination
	Innovations & Emerging Technologies	40%	5%	15%	20%	10%
	Designing & Producing	60%	10%	15%	5%	20%
	Marks	100%	15%	30%	25%	30%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

DRAMA

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due Term 4 2009 Week 9	Date Due Term 1 2010 Week 9	Date Due Term 2 2010 Week 10	Date Due Term 3 2010 Week 5
		Task : Performance & Written Project	Task: Performance & Written Project	Task: Written Trial	Task : Practical Trial
Studies in Australian Drama and Theatre	30%	20%		10%	
Studies in Drama and Theatre: Brecht	30%		20%	10%	
Development of Group Performance	20%				20%
Development of Individual Project	20%				20%
Marks	100%	20%	20%	20%	40%



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

GENERAL MATHEMATICS

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due : Term 4 2009 Week 7	Date Due : Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 10	Date Due : Term 3 2010 Week 4 - 5
			Task : Test	Task : Half Yearly Examination	Task : Test	Task : Trial HSC Examination
H1, H2, H4, H6, H8, H9, H10	Knowledge and Skills	40%	8%	10%	8%	14%
H3, H5, H7, H9, H10, H11	Applications	60%	12%	15%	12%	21%
	Marks	100%	20%	25%	20%	35%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

HISTORY EXTENSION

SYLLABUS COMPONENTS	TASK 1	TASK 2	TASK 3	TOTAL
	Date Due : Term 1 2010 Week 10 - 11	Date Due : Term 3 2010 Weeks 4 - 5	Date Due: Term 3 2010 (To be advised)	
	Task : 1 Half-Yearly Examination	Task : 2 Trial HSC Examination	Task: 3 History Project	
What is History?	5%	5%		10%
History Project			40%	40%
Marks	5%	5%	40%	50%



Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2009/10

**HOSPITALITY – FOOD & BEVERAGE
CERTIFICATE II**

UNIT OF COMPETENCY	TASK 1 HALF YEARLY EXAMINATION	TASK 2 HSC Trial Examination
	Week 10-11 Term 1, 2010	Week 4-5 Term 3, 2010
1. Serve food and beverage to customers 2. Work in a socially diverse environment 3. Prepare sandwiches 4. Apply hospitality skills in the workplace 5. Implement food safety procedures 6. Prepare appetisers and salads	40%	
1. Participate in environmentally sustainable work practices 2. Develop and update hospitality industry knowledge 3. Follow workplace hygiene procedures 4. Organise and prepare food 5. Present food 6. Clean premises and equipment 7. Prepare and serve non-alcoholic beverages 8. Follow health, safety and security procedures 9. Work with colleagues and customers 10. Apply hospitality skills in the workplace 11. Prepare and serve espresso coffee 12. Serve food and beverages to customers 13. Work in a socially diverse environment 14. Prepare sandwiches 15. Implement food safety procedures 16. Prepare appetisers and salads		60%

Assessment

Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Competency-based assessment determines the vocational qualification that a student will receive.

External Assessment (optional HSC examination)

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.



Board Developed Course

Higher School Certificate Course
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INFORMATION PROCESSES & TECHNOLOGY

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due : Term 4 2009 Week 8	Date Due : Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 5	Due Date : Term 3 2010 Week 2	Due Date: Term 3 2010 Week 4-5
		Task : Practical Assignment	Task : Half Yearly Examination	Task : Major Project	Task : Written Report	Task: Trial HSC Examination
Project Work	20%		5%	10%		5%
Information Systems and Databases	20%		5%	10%		5%
Communication Systems	20%	5%			10%	5%
Multimedia Systems	20%	10%	5%			5%
Decision Support Systems	20%			5%	10%	5%
Task Value %	100%	15%	15%	25%	20%	25%

Board Developed Course

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LEGAL STUDIES

SYLLABUS COMPONENTS	TASK TYPE	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due : Term 4 2009 Week 6	Date Due : Term 1 2010 Week 7	Date Due : Term 1 2010 Weeks 10 & 11	Due Date : Term 2 2010 Week 5	Date Due: Term 3 2010 Weeks 4 & 5
		Task : Oral Presentation	Task : Research	Task : Half Yearly Examination	Task : Research/Focus Study	Task: HSC Trial Examination
Law and Society 25%	Research		10%			
	Test			10%		5%
Crime 25%	Oral	10%				
	Test			10%		5%
Additional Focus Studies	Research				30%	
	Test					20%
Marks		100%	10%	10%	20%	30%



Board Developed Course

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MATHEMATICS (2 Unit)

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due : Term 4 2009 Week 7	Date Due : Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 10	Date Due : Term 3 2010 Week 4 - 5
			Task : Test	Task : Half Yearly Examination	Task : Test	Task : HSC Trial Examination
H1, H3, H5, H6, H7	Skills and Understanding	80%	16%	20%	16%	28%
H2, H4, H5, H9	Analyse and Solve Problems	20%	4%	5%	4%	7%
	Marks	100%	20%	25%	20%	35%

Board Developed Course

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MATHEMATICS (EXTENSION 1)

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due : Term 4 2009 Week 8	Date Due : Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 11	Date Due : Term 3 2010 Week 4 - 5
			Task : Test	Task : Half Yearly Examination	Task : Test	Task : Trial HSC Examination
HE1, HE3, HE4, HE5	Skills and Understanding	70%	14%	17.5%	14%	24.5%
H2, HE6, HE7	Analyse and Solve Problems	30%	6%	7.5%	6%	10.5%
	Marks	100%	20%	25%	20%	35%



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MATHEMATICS (EXTENSION 2)

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due : Term 1 2010 Week 4	Date Due : Term 1 2010 Week 10 - 11	Date Due : Term 2 2010 Week 9	Date Due : Term 3 2010 Week 4-5
			Task : Course Test	Task : Half Yearly Examination	Task : Course Test	Task : Trial HSC Examination
E3, E4, E6, E7	Skills and Understanding	60%	12%	15%	12%	21%
E1, E2, E5, E8, E9	Analyse and Solve Problems	40%	8%	10%	8%	14%
	Marks	100%	20%	25%	20%	35%

Board Developed Course

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MODERN HISTORY

SYLLABUS COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TOTAL
	Date Due : Term 4 2009 Week 7	Date Due : Term 1 2010 Week 6	Date Due : Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 5	Date Due : Term 3 2010 Week 1	Date Due: Term 3 2010 Weeks 4 - 5	
	Task : 1	Task :2	Task : 3 Half Yearly Examination	Task : 4	Task : 5	Task 6: Trial HSC Examination	
CORE STUDY W.W.1	15%		5%			5%	25%
TWENTIETH CENTURY STUDY		15%	5%			5%	25%
TWENTIETH CENTURY PERSONALITY				20%		5%	25%
STUDIES IN PEACE and CONFLICT					20%	5%	25%
TOTALS	15%	15%	10%	20%	20%	20%	100%
ORAL		10%					10%
RESEARCH		5%		10%	10%		25%
SOURCE ANALYSIS	15%				10%		25%
EXAMS			10%	10%		20%	40%



Board Developed Course

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MUSIC 1

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date Due : Term 4 2009 Week 6	Date Due : Term 1 2010 Week 6	Date Due : Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 8	Date Due : Term 3 2010 Week 4-5
			Task : Musicology Essay	Task : Composition	Task : Half Yearly Exam - Aural	Task : Three Electives	Task : Trial Exam Performance/ Aural
4, 5, 6, 7, 8	Musicology	10%	10%				
3, 7, 8, 10, 11	Composition	10%		10%			
2, 4	Aural	10%			10%		
1, 2, 3, 5, 6, 9, 10	Three Electives	45%				45%	
1, 3, 9	Compulsory Core Performance	10%					10%
2, 4	Aural	15%					15%
	Marks	100%	10%	10%	10%	45%	25%

Board Developed Course

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PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due Term 4 2009 Week 8	Date Due Term 1 2010 Week 10	Date Due Term 2 2010 Week 5	Date Due Term 3 2010 Week 1	Due Date Term 3 2010 Week 4-5
		Task : Research Report	Task : Half Yearly Examination	Task: Plan and Demonstrations	Task: Design & Implementation	Task : HSC Trial Examination
Core 1	30%	20%				10%
Core 2	30%		20%			10%
Option 3 Sports Medicine	20%			15%		5%
Option 4 Improving Performance	20%				15%	5%
Task Value	100%	20%	20%	15%	15%	30%



Board Developed Course

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PHYSICS

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due : Term 4 2009 Week 8	Date Due Term 1 2010 Week 10-11	Date Due : Term 2 2010 Week 4	Due Date: Term 3 2010 Week 4-5
		Task : Research Task and Class Presentation	Task : Half Yearly Examination	Task : Practical Task/ Open ended Investigation	Task : Trial HSC Examination
Knowledge and Understanding	40%	15%	10%	5%	10%
Skills in planning and conducting 1 st hand investigation and in communicating information	30%	5%		15%	10%
Skills in scientific thinking, problem solving, plus communicating understandings and conclusions	30%	5%	10%	5%	10%
Marks	100%	25%	20%	25%	30%

Board Developed Course

Higher School Certificate Course
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SENIOR SCIENCE

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due : Term 1 2010 Week 6	Date Due Term 1 2010 Week 10	Date Due : Term 3 2010 Week 1	Due Date: Term 3 2010 Week 4-5
		Task : Open ended investigation	Task : Half Yearly Examination	Task : Research Option/Disasters	Task : Trial HSC Examination
Knowledge and Understanding	40%		10%	10%	20%
Skills in planning and conducting 1 st hand investigation and in communicating information	30%	20%	5%		5%
Skills in scientific thinking, problem solving, plus communicating understandings and conclusions	30%	5%	5%	15%	5%
Marks	100%	25%	20%	25%	30%



Board Developed Course

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SOCIETY AND CULTURE

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due : Term 4 2009 Week 5	Date Due : Term 1 2010 Week 5	Date Due : Term 1 2010 Week 10 & 11	Date Due : Term 2 2010 Week 8	Due Date : Term 3 2010 Weeks 4 & 5
		Task : Application of Methodologies	Task : Oral Report and Secondary Research	Task : Half Yearly Examination	Task : Writing Task	Task : HSC Trial Examination
Core	40%	10%	20%			10%
Depth Study One	30%			20%		10%
Depth Study Two	30%				20%	10%
Marks	100%	10%	20%	20%	20%	30%

Board Developed Course

Higher School Certificate Course
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SOFTWARE DESIGN & DEVELOPMENT

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due : Term 1 2010 Week 10	Date Due : Term 2 2010 Week 1	Date Due : Term 2 2010 Week 7	Date Due : Term 2 2010 Week 10	Due Date : Term 3 2010 Weeks 4
		Task : Half Yearly Examination	Task : Research Task	Task : Project 1	Task : Project 2	Task : HSC Trial Examination
Knowledge and understanding about development and impact of software solutions and the software development cycle	20%	5%		5%		10%
Design and development of software solutions	35%	5%	5%	5%	10%	10%
Project management techniques	20%		5%	5%	5%	5%
Projects	25%	5%		5%	10%	5%
Marks	100%	15%	10%	20%	25%	30%



Board Developed Course

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VISUAL ARTS

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date Due : Term 4 2009 Week 8 Task : Artist Research Practical Development	Date Due : Term 2 2010 Week 8 Task : Practical Plan and Research Assignment	Date Due : Term 1 2010 Week 10-11 Task : Half Yearly Examination	Date Due : Term 3 2010 Week 1 Task : Artwork	Due Date : Term 3 2010 Weeks 4-5 Task : HSC Trial Examination
H1, 2, 3, 4, 5, 6	Art Marking	50%		10%		40%	
H7, 8, 9, 10	Art Criticism Art History	50%	10%	15%	10%		15%
Marks		100%	10%	25%	10%	40%	15%



ASSESSMENT SCHEDULES

BOARD ENDORSED COURSES

(Do not count towards an ATAR)

Board Endorsed Course

Higher School Certificate Course
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SPORT, LIFESTYLE & RECREATION STUDIES

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due : Term 4 2009 Week 8	Date Due : Term 1 2010 Week 7	Date Due : Term 2 2010 Week 10	Due Date : Term 3 2010 Week 4 - 5
			Task : Sport Coaching	Task : Aquatics	Task : Individual Sports	Task : Trial HSC Examination
Knowledge	Knowledge and Understanding	50%	20%			30%
Skills	Research and Analysis	50%		30%	20%	
	Marks	100%	20%	30%	20%	30%