



CANTERBURY BOYS HIGH SCHOOL

COLLEGE

2019/2020

AMENDED ASSESSMENT POLICY AND SCHEDULES DUE TO COVID 19

NAME: _____

CANTERBURY BOYS HIGH SCHOOL

ASSESSMENT POLICY HANDBOOK

FOR

COLLEGE STUDENTS

2019/2020

To the Student:

This booklet contains important information about your Preliminary and HSC assessment which will occur throughout Term 4, 2019 and Term 1 2020. Your Higher School Certificate assessment tasks will occur in Terms 2 and 3 in 2020. A calendar is provided on the next page. You are advised to complete it and use it for planning and studying purposes. It is your responsibility to familiarize yourself with each relevant course schedule and to seek clarification from your class teacher or the Head Teacher of the course before the task is attempted.

You are expected to attempt all assessment tasks as required and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work, such as homework, assignments or fieldwork which may not be part of the actual assessment program but which is necessary to achieve the outcomes of each course in a sustained and diligent manner as per NESAs requirements.

The Principal is required to certify to NESAs that you have satisfactorily completed each course you are studying. Regular attendance at school and in classes, and consistent application is vital for you to achieve the course outcomes to meet NESAs requirements.

This handbook is divided into four sections:

- ◆ General Rules and Guidelines for the Award of a Record of Achievement
- ◆ Specific Guidelines on Assessment Tasks
- ◆ Planning Ahead
- ◆ Subject Assessment Schedules.

Please read each section carefully and seek help from the Deputy Principal if there is anything that you do not understand.

Remember that it is your responsibility to keep this handbook, to refer to it as necessary and to be familiar with all its contents.

Mr R Dummett
Principal
November 2019

COLLEGE ONE ASSESSMENT CALENDAR 2019/2020

		Monday	Tuesday	Wednesday	Thursday	Friday
T E R M 4	Week 6					
	Week 7					
	Week 8					
	Week 9					
	Week 10					
T E R M 1 2 0 2 0	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					
	Week 9					
	Week 10					Prelim Exams
	Week 11	Preliminary Examinations				
T E R M 2	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					
	Week 9					
	Week 10					
T E R M 3	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6	TRIAL HSC EXAMINATIONS				
	Week 7					
	Week 8					
	Week 9					
	Week 10					

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PART A

GENERAL RULES AND GUIDELINES FOR THE AWARD OF A RECORD OF ACHIEVEMENT

Key Learning Areas

- 1. Eligibility for a Record of School Achievement**
- 2. Eligibility for a Higher School Certificate**
- 3. Your responsibility**
- 4. The school's responsibility**
- 5. Completion of course requirements**
- 6. Diligence and Sustained Effort**
- 7. Non-serious attempts**
- 8. Satisfactory completion of course**
- 9. What happens if you do not satisfactorily complete a course**
- 10. Appeals**
- 11. How appeals are conducted**
- 12. Attendance – general information**
- 13. Attendance - what happens if attendance is not satisfactory**

1. Eligibility for a Record of School Achievement

To be eligible for a Record of School Achievement (RoSA) at Canterbury Boys High School at the end of College Two, you must ensure that you satisfy all of these requirements:

- sit and make a serious attempt at the HSC exams
- satisfactorily complete at Preliminary level any subject you wish to study at Higher School Certificate level
- complete Preliminary Units that total 12 Units
- study HSC subjects that total at least 10 Units
- study at least 6 Units of Board Developed Courses
- study at least 2 Units of English
- study at least 4 subjects
- study at least 3 courses of 2 Unit value or greater
- satisfactorily complete course requirements & assessment requirements for each course.
- satisfactorily complete the NESAs *All My Own Work Program*.

2. Eligibility for a Higher School Certificate

You may sit for your Higher School Certificate over College One and College Two, or you may choose to spread your HSC studies over five years.

To be eligible for a HSC at the end of College Two, you must ensure that you satisfy these requirements:

- sit and make a serious attempt at the HSC exams
- satisfactorily complete at Preliminary level any subject you wish to study at Higher School Certificate level
- complete Preliminary Units that total 12 Units
- study HSC subjects that total at least 10 Units
- study at least 6 Units of Board Developed Courses
- study at least 2 Units of English
- study at least 4 subjects
- study at least 3 courses of 2 Unit value or greater
- satisfactorily complete course requirements & assessment requirements for each course.
- satisfactorily complete the NESAs *All My Own Work Program*.

3. Your Responsibility

You are required to:

- read this booklet thoroughly
- attend all lessons
- check assessment task dates
- attend or hand in all assessment tasks (please see Part B for details)
- participate fully in lesson/fieldwork/practical activities with diligence and sustained effort
- make a serious attempt in all assessment tasks
- submit work on time to avoid penalties
- provide evidence for missed tasks (doctor's certificates).

4. The School's Responsibility

The school will:

- provide written notice of:
 - course outcomes being assessed
 - assessment components and weightings
 - the nature of each assessment task
 - the timing of each task (2 weeks notice in writing)
 - the percentage value of each task
 - marking scheme to be used
- provide a policy for valid absences and late tasks
- provide feedback after each task
- consider appeals after each task
- verify assessment work completed outside the school.

5. Completion of Course Requirements

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by effort and application, achieved the desired student outcomes of the course as laid down by NESAs.

If such evidence does not exist, the school must apply an 'N' Determination for that course.

In determining what constitutes satisfactory completion, you will not be considered to simply 'pass' or 'fail' based on some minimum acceptable achievement nor will you be regarded as satisfactory if you do no more than attend regularly. Account is taken of both your application and the degree of achievement of NESAs' objectives and outcomes of the course.

If you have engaged in virtually none of the tasks, or achieved virtually none of the course outcomes, you cannot be regarded as satisfactorily completing that course.

Also, you may be judged not to have satisfactorily completed a course if there is sufficient evidence of:

- omission, to a significant degree, of experiences which are integral requirements of the syllabus. e.g. assignments, field studies, practical work, participation in class
- preparation so trivial, that poor examination performance is likely to result
- failure to make a genuine attempt at all assessment tasks. If you score zero in a particular task or complete only multiple choice questions, it is a matter for your teacher's professional judgment whether the attempt is a genuine one.

You must have satisfactorily completed Preliminary courses totaling at least 12 units to be eligible for the award of a Preliminary Higher School Certificate.

6. Diligence and Sustained Effort

Satisfactory application is essential for the award of a Record of School Achievement (RoSA), Preliminary Record of Achievement or Higher School Certificate. The Principal must certify as to whether students have applied themselves at school to a degree that warrants the award. In determining this judgment, the Principal will take into account the degree of effort shown by students and their attitude towards their studies.

Determinations regarding satisfactory completions are decisions about a student's whole program of study. Determinations regarding individual courses are made in terms of the requirements for satisfactory completion by the Head Teacher responsible for that course.

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed and endorsed by NESAs; 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.

In circumstances where overall application is unsatisfactory, no Preliminary Record of Achievement will be issued.

7. Non-Serious attempts

Non-serious attempts at any examination are identified by the examination committee for that subject and notified to the Principal. You will be informed of any instance where an attempt is considered as non-serious.

NESA has determined that candidates who do not make a serious attempt at any examination may not receive an award in the course concerned.

This may render some candidates ineligible for completion of the Preliminary Course, for example, if this brings the number of units satisfactorily studied below 12.

Examination committees will also be asked to bring to the Principal's and to NESA's attention, cases where a candidate's examination papers contain frivolous or objectionable material.

8. Satisfactory completion of a Course

To satisfactorily complete a course you must:

- make a genuine attempt in assessment tasks and other course work including homework
- participate in all required practical, fieldwork, discussion and lesson activities
- attend class regularly
- through effort and application, attain the anticipated student outcomes for each course.

9. What happens if you do not Satisfactorily complete a Course

Failure to satisfactorily complete even one course could have dire consequences for your HSC.

If you are deemed to be unsatisfactory in a course the Principal must recommend an 'N' Determination in that course to NESAs. If NESAs accept this recommendation, you may sit for any Preliminary exam but you will not be given a mark for that course.

If you receive results in less than 12 units as a consequence of an 'N' Determination recommendation you will not be eligible for a HSC Certificate in that subject.

Where your overall performance and application at school is deemed unsatisfactory you will not receive a Preliminary Record of Achievement.

10. Appeals

The school is obliged to give you due notice if you are approaching an 'N' Determination in any course and to specify which aspects of the course are causing concern.

If you fail to take significant action as a result of these warnings, then you have little ground for appeal.

If there are exceptional circumstances affecting your application and performance they *must* be brought to the school's attention well before an 'N' Determination is recommended.

If you are recommended for an 'N' Determination you will be required to meet with the Principal and Deputy Principal and/or the NESAs Coordinator who will explain the Appeal Process to you and give you the necessary forms to lodge an appeal.

11. How Appeals are conducted

The review will be conducted by a panel at school consisting of the Principal, the school NESAs Coordinator and the relevant Deputy Principal.

The Review Panel will inform the student of the decision.

If an appeal is not upheld, then a student may appeal to NESAs but only on the grounds that the school did not consider properly and correctly the matter before it. The appropriate form may be obtained from the Principal and the completed form must be received by NESAs by the due deadline. All school documentation relating to the case is forwarded to NESAs whose decision in the matter is final.

12. Attendance - General Information

As there are many pathways leading to the award of a Higher School Certificate, some students may not be present at school for the entire school day. All teachers are required therefore, to record your attendance every lesson. If you are not present when the roll is marked an 'a' will be recorded against your name. If you arrive late this will be recorded against your name. Remember, you cannot achieve course outcomes if you are continually absent or late to class.

It is your responsibility to ensure that all absences/lateness are explained with valid reasons and to provide the necessary evidence/documentation to your Head teacher of the Faculty and/or the School.

13. Attendance – What happens if attendance is not satisfactory?

When your attendance is not satisfactory and when this affects your progress, you will receive warning letters from your Head Teacher for the subject concerned. Head Teachers will discuss and counsel you when warning letters are issued. If you ignore the advice in the first warning letter, a second warning letter will be issued, as well as, a *Formal Warning of possible N-Award* letter where your parents/care providers will be required to come to the school to discuss the situation. If you have turned seventeen years old a *Non completion of Preliminary HSC course by post compulsory age student* will outline the procedures to be followed in line with new Suspension Policy, if there is insufficient improvement. You are in grave danger of receiving an "N" Determination at this stage.

In deciding whether or not to proceed with the "N" determination recommendation, the following points will be considered:

- a. Were most of the absences legitimate? (e.g. sport, excursions)
- b. To what degree did you catch up on the work missed?
- c. To what degree have you satisfied the requirements of the syllabus?
- d. To what degree have you satisfied the compulsory requirements for field study/practical/laboratory work if appropriate to the subject being considered?
- e. Have you completed the additional work set by teachers in lieu of your non-participation in classroom activities?

In general, if your absences are legitimate and if you have made a genuine attempt to catch up on all work missed, you will NOT receive an "N" Determination.

However, if your absences are mainly unauthorised, and if you have made little or no attempt to catch up on work missed, you could be recommended for an "N" Determination.

Remember, each case is judged on its merits. Remember also, that you and your parents/care providers should make appointments with the Principal, Deputy Principal, the Head Teacher, your Year Adviser or your classroom teacher to discuss any problems as they arise throughout the year.

PART B

SPECIFIC GUIDELINES ON ASSESSMENT TASKS

- 1. What is assessment?**
- 2. Why do we have assessment tasks?**
- 3. How will I be assessed?**
- 4. When will the assessment program begin?**
- 5. How will I know when assessment tasks are due?**
- 6. Completion of assessment tasks/assignments on computer**
- 7. What feedback do I receive from a specific assessment task?**
- 8. What feedback do I receive about overall course performance?**
- 9. a. Malpractice and breaches of examination/assessment procedures.
b. What happens if an assessment task produces an invalid or unreliable result?**
- 10. What happens if I miss doing or submitting an assessment task?**
- 11. What happens if I am late submitting an assessment task?**
- 12. What happens if I am ill during an assessment task?**
- 13. What is a “valid reason”?**
- 14. Can I appeal against decisions of the school regarding points 9, 10 or 11?**
- 15. How are appeals conducted?**

1. What is Assessment?

Assessment:

- is a measure of your achievements relative to set standards in that course;
- provides a measure of each student's overall performance in a course;
- provides a measure of each student's degree of achievement of course outcomes.

2. Why do we have Assessment Tasks?

Assessment tasks allow you:

- the time to learn, acquire skills and attitudes and to demonstrate that you can develop something such as a practical skill;
- to participate in and demonstrate your ability in activities such as fieldwork;
- to demonstrate your abilities and skills in aspects of the course which are not readily assessed by a formal examination. For example, debating, discussion, group work, oral presentations.

3. How will I be assessed?

Assessment happens systematically and in a planned way at specified points in the course. The assessment tasks may comprise such things as:

- formal and less formal tests and exams e.g. open book exams;
- written, practical, aural/oral tests;
- class and/or home assignments;
- case studies, written reports;
- student explanation and demonstration;
- individual projects of varying degree of length and complexity;
- oral presentations, essays;
- practical tasks/assignments;
- a portfolio of students' work, diaries, log books.

Each task in each course carries a specific weighting of marks.

You must also be aware that it is not the value of the assessment mark that is important, but your position in the course ranking and the relative difference between your assessment and another student's assessment in the course.

4. When will the Assessment Program begin?

For most subjects, the formal Preliminary HSC Assessment Program will begin during Term 4, 2019 and conclude at the end of Term 3, 2020 for College One and Two.

The approximate dates for all assessment tasks and their weightings in all courses are listed in the second half of this booklet. You should enter these dates in the calendar provided on page 3, be aware when assessment tasks occur and the nature of those tasks.

One of the main requirements set out by NESA for satisfactorily completing a course at Preliminary and HSC level is that you have applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

In other words, you are required to work and study consistently throughout the course, not just at the end of the year.

It is therefore suggested that on an organised and regular basis you:

- review your work;
- extend your knowledge and skills;
- seek additional help and guidance from your teachers;
- undertake a serious and effective study program.

5. How will I know when tasks are due?

The course assessment schedules which follow this section give approximate dates of when assessment tasks will occur. In unforeseen circumstances the prescribed dates for some tasks could change. Your teacher is obliged to provide you with a minimum of two weeks notice in writing before the specific assessment task is due. Head Teachers for each course are responsible for ensuring that this notice is given. You will be required to sign on receiving your assessment task and on submission of the task.

6. Completion of Assessment Tasks / Assignments on Computers

The requirement for the use of computers to produce an assessment task/assignment, in many cases, is mandatory. Students must take necessary precautions to minimise the effects of computer failure, corruption of files or printer failure on the task/assignment.

The best practice in producing a quality task/assignment is to research the topic, make a hand written draft of the work and then produce the work on the computer. While completing the work on the computer the student must regularly make a backup copy of the work on a USB and also print each page as it is typed.

In the event of a computer failure while working on a task, the students must complete an *Application for Misadventure* (page 47), and submit it to the Head Teacher of the subject on the next school day. In support of their claim, students must be able to show they have made a sustained effort over the time of the task.

To be eligible for special consideration the student must produce all the items below as part of the misadventure:

- ⇒ A completed draft of the task/assignment - this is essential and will be required to be produced if plagiarism or copying is suspected;
- ⇒ A backup copy of the task/assignment to the stage of the incident – on a USB;
- ⇒ A hard copy of the partially completed task/assignment to the stage of the incident.

The matter will be referred to NESAs Review Panel. The final decision rests with the Principal.

7. What feedback do I receive from a specific Assessment Task?

Upon return of a marked assessment task you can expect to receive a mark, comment, position and/or grade which indicates your performance relative to set standards for that task.

This feedback from your teacher should also indicate to you the outcomes you have attained in that specific assessment task and the outcomes you have not attained.

Each faculty has its own policy regarding the recording of marks and the calculation of marks. Make sure you are aware of any requirements for each course.

You must immediately consult with your teacher if you:

- do not understand the feedback;
- would like to discuss ways of improving your performance;
- think your work is better than the mark, grade, comment or position indicates.

8. What feedback do I receive about overall course performance?

You can obtain feedback on your overall course performance:

- through homework and assignments which are not part of the planned assessment program;
- the school report issued towards the end of Semester One;
- at the Parent/Teacher Evening to be held at the end of Semester One;
- by discussing your progress with your class teacher and developing strategies that may help you improve or extend your performance.

If your application and/or your performance are unsatisfactory in a particular course, official school warning letters are sent home. Head Teachers will discuss and counsel you when warning letters are issued. If you ignore the advice in the first warning letter a second warning letter will be issued. If you have turned seventeen years old a *Non completion of Preliminary HSC course by post compulsory age student* will outline the procedures to be followed in line with Suspension Policy, if there is insufficient improvement. You are in grave danger of receiving a “N” Determination at this stage.

It should be noted that regular school attendance is essential if you are to reach your full potential and achieve the necessary student outcomes for each course.

9a. Malpractice and Breaches of Examination/Assessment Procedures.

School Assessments

Students who do not comply with school assessment or examination rules for any School Preliminary/HSC assessment program may have that assessment task cancelled. ***A proven case of malpractice, copying or cheating will result in a zero mark for that task. This includes downloaded information from the internet or multi-media sources.*** This will affect the final school assessment mark which is sent to NESAs. In addition to obtaining a zero mark, the student will face disciplinary actions, which may result in suspension.

Honesty in Stage 6

NESA sets out requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard. The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Record of School Achievement. Throughout the assessment process, the highest level of honesty is required.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the school will report all incidences to NESAs through the Malpractice Registry.

What Constitutes malpractice?

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your 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 that another person, such as a parent, coach or subject expert, has contributed to 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;
- cheating in an examination;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice.

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

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

Reference: <http://www.boardofstudies.nsw.edu.au/yourhsc/hsc-rules-procedures-guide.html>

NOTE: A proven case of malpractice, copying or cheating will result in a zero mark and disciplinary actions which may result in suspension.

9b. What happens if an Assessment Task produces an invalid or unreliable result?

Once an Assessment Task has been given, the results cannot be disregarded. However, if the Head Teacher for the subject feels there is a need, an additional Assessment Task will be set and the marks from the two Assessment Tasks will be combined.

10. What happens if I miss doing or submitting an Assessment Task?

If you are sick on the day that an assessment task is due to be handed in, you must arrange to get the task to your teacher *by the due date*, otherwise you should expect to get a zero mark for that task.

If you miss an assessment or practical task you should also expect to get a zero mark for that task. Where you feel there is a *valid reason* for missing the task you *must*:

- inform the school on the day of the task;
- report to the relevant Head Teacher *immediately* upon your return to school with the necessary documentation to support your case, even if you do not have that lesson on that day;
- complete an *Application for Illness and Misadventure* (see page 49) including a signed statement from your parent/care provider explaining why the task was not done and a medical certificate or statutory declaration explaining why the task could not be done.

If you do not follow the above procedure you must expect to get zero for that task.

If, for family reasons or severe illness, you will be away from school for extended periods you must request leave from the Principal *at least three weeks in advance of the leave period*. If leave is granted, you will need to negotiate assessment task completion with each Head Teacher responsible for the course you are studying. You can submit a 'change of time' form (see page 49).

A penalty will be applied for non-attendance of lessons prior to the lesson on the day on which the task takes place unless a satisfactory misadventure can be proven.

11. What happens if I am late submitting an Assessment Task?

All Assessment Tasks are to be submitted by the due date. If you think you have a valid reason for submitting the task late, you must follow the procedures outlined in point 10.

12. What happens if I am ill during an Assessment Task?

If you become ill during an Assessment Task, simply notify the supervisor and follow the normal procedures if you are ill at school.

You will need to complete *Application for Illness and Misadventure* (see page 45) and submit it to the Head Teacher of the subject who will discuss with you on your return to school whether you will need to sit for a substitute task or whether some other alternative is necessary.

13. What is a ‘Valid Reason’?

A valid reason could include a serious illness, accident or misadventure that would physically prevent you from doing the task.

Trivial illnesses, overseas trips, extended holidays, dental appointments, meeting relatives, driving license tests, etc. are **not valid reasons** for missing Assessment Tasks.

Medical certificates *must* give specific details of the illness and state that you are ‘unable to complete an assessment task’. Medical certificates for trivial complaints may not be sufficient to constitute a valid reason.

The final decision as to the validity of a reason rests with the Principal.

If your reason for missing an Assessment Task or being late in submitting an Assessment Task is considered to be valid *and* you have followed the procedure outlined in point 10 above the choice of doing the original task, completing an alternative (similar) task or receiving an estimate rests with the Head Teacher of that course.

14. Can I appeal against decisions of the School regarding missed or late Assessment Tasks?

You have the right to appeal if you think the school has made an unjust decision regarding your “*valid reason*” for missing an Assessment Task or for being late in submitting an Assessment Task. A written appeal (see page 50) clearly stating the reason for appealing should be made to the Head Teacher of the subject concerned or NESA Coordinator. The Head Teacher or NESA Coordinator may refer the appeal to the Deputy Principal for final adjudication where necessary. The Appeal form (Page 49) may be used to appeal the result of an assessment task. The appeal must be submitted within one week of receiving your results.

15. How are Appeals conducted?

Appeals regarding Assessment Tasks are conducted in the same way as outlined in Part 9a, point 11. Please refer to this section for details.

PART C

PLANNING AHEAD

The information in Parts A and B apply to you throughout College One and College Two.

However, some of your decisions this year may be influenced by the three additional points below, even though these points themselves will not operate until you commence the HSC course.

1. Australian Tertiary Admission Rank (ATAR)
2. HSC/TAFE Credit Transfer
3. HSC additional Assessment Rules



1. Australian Tertiary Admission Rank

The Australian Tertiary Admission Rank (ATAR) is a number between 0:00 and 99:95 with increments of 0:05. It is a rank that provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated by the universities and released by UAC (Universities Admission Centre). Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- Your best 2 units of English;
- Your best 8 units of other Board Developed courses;
- No more than 2 Units of Category B subjects or Vocational Education Courses (where the optional HSC exam is attempted).

The actual calculation of your ATAR is a complex process that begins with scaling your raw HSC marks and ends with ranking you among your entire cohort.

2. HSC/TAFE Credit Transfer

Credit transfer from the HSC to the TAFE system is available for some courses. This means that your HSC studies can give you credit or advanced standing towards some certificate and diploma courses in TAFE. Check with the TAFE College or see our Careers Adviser for full details of TAFE courses which accept advanced standing and the level of HSC achievement necessary.

3. HSC Additional Assessment Task Rules

You are expected to undertake all assessment tasks set.

The minimum requirement for Board determined courses is that you undertake tasks which contribute in excess of 50% of the available marks.

It is emphasised that completion of tasks totaling exactly 50% is not sufficient!

Failure to comply with this ruling will render the course not to have been satisfactorily completed.

If you do not comply with the assessment requirements in any course you do not get a moderated assessment mark or an examination mark for that course.

PART D

SUBJECT ASSESSMENT SCHEDULES

Biology
Business Studies
Chemistry
Economics
English Advanced
English EAL/D
English Standard
English Studies
Food Technology
Geography
Information Processes and Technology
Mathematics Advanced
Mathematics Extension 1
Mathematics Standard
Modern History
Music
Personal Development/Health/Physical Education
Sport, Lifestyle and Recreation (non-ATAR)
VET – Information and Digital Technology (IDT)

Students studying subjects at Saturday School, NSW School of Languages or Distance Education High School should ensure they receive a copy of the appropriate Assessment Policy from those providers.

Please note: Due to COVID 19 these assessment schedules may be subject to change. Students will be given two weeks notice of any changes to the schedules .

Course: Biology

Units: 2

HSC 2019-20

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 2 Week 6 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Week 3 2020	Task 4 Term 3 Week 6 2020
		Model Building <i>Model of Polypeptide Synthesis</i>	Depth Study <i>Research and Report on the Role of Genetic Technologies.</i>	Practical Investigation <i>Practical Investigation of Pathogens</i>	Trial HSC Examination
Skills in Working Scientifically	60	15	10	25	10
Knowledge and Understanding	40	5	10	5	20
TOTALS	100	20	20	30	30
Outcomes Assessed		BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 6 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Week 6 2020
		Research Report <i>Marketing</i>	Stimulus Response / Research Task <i>Operations and Human Resources</i>	Trial HSC Examination <i>Operations Marketing Finance HR</i>
Knowledge and understanding	40	10	10	20
Stimulus based skills	15	5	5	5
Research	25	15	10	
Communication	20	5	10	5
TOTALS	100	35	35	30
Outcomes assessed		H3,4,5,6,8,9	H3,4,5,6,8,9	H1,2,3,4,5,6,8,9, 10

Components (as per syllabus)	HSC Weighting %	Task 2 Term 3 Week 1 2020	Task 3 Term 3 Week 5 2020	Task 4 Term 3 Week 6 2020
		Titration Practical <i>Module 5</i>	Depth Study <i>Module 7</i>	Trial HSC Examination <i>Modules 5, 6 and 7</i>
Skills in Working Scientifically	50	30	10	10
Knowledge and Understanding	50	15	15	20
TOTALS	100	35	25	30
Outcomes assessed		CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3CH11/12-4 CH11/12-7 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 5 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Weeks 6 2020
		Research Task <i>Topic 1</i>	Stimulus Response <i>Topic 2</i>	Trial HSC Examination <i>All topics</i>
Knowledge and understanding	40	10	15	15
Stimulus based skills	15		10	5
Research	20	15		5
Communication	20	5	10	5
TOTALS	100	35	35	30
Outcomes Assessed		H1,3,4,5,9,10, 12	H1,4,5, 6, 8,10	H1,5,6,8,9,10,11

Course: English Advanced

Units: 2

HSC 2019-20

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 4 2020	Task 2 Term 2 Week 8 2020	Task 3 Term 3 Week 2 2020	Task 4 Term 3 Week 6 2020
		Texts and Human Experiences <i>Multimodal Presentation</i>	The Craft of Writing <i>In-class Creative Response</i>	Textual Conversation <i>Hand in Essay</i>	Trial HSC Examination
Common Module	35	25			10
Module A	30			25	5
Module B	5				5
Module C	30		25		5
TOTALS	100	25	25	25	25
Outcomes Assessed		EA12-1 EA12-2 EA12-7	EA12-1 EA12-4 EA12-5	EA12-1 EA12-6 EA12-8 EA12-9	EA12-1 EA12-2 EA12-3 EA12-4 EA12-6 EA12-9

Course: English EAL/D

Units: 2

HSC 2019-20

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 5 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Week 4 2020	Task 4 Term 3 Week 6 2020
		Texts and Human Experiences <i>Multimodal Presentation</i>	Language, Culture and Identity <i>Essay</i>	Focus on Writing <i>Creative Writing</i>	Trial HSC Examination <i>3 Papers</i>
Module A	30	25			5
Module B	30		25		5
Module C	5				5
Module D	35			25	10
TOTALS	100	25	25	25	25
Outcomes Assessed		EAL12-1 EAL12-2 EAL12-7	EAL12-1 EAL12-6 EAL12-8 EAL12-9	EAL12-1 EAL12-4 EAL12-5	EAL12-1 EAL12-2 EAL12-3 EAL12-4 EAL12-6 EAL12-9

Course: English Standard

Units: 2

HSC 2019-20

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 4 2020	Task 2 Term 2 Week 8 2020	Task 3 Term 3 Week 5 2020	Task 4 Term 3 Week 6 2020
		Texts and Human Experiences <i>Multimodal Presentation</i>	The Craft of Writing <i>In-class Creative Response</i>	Language, Culture and Identity <i>Hand in Essay</i>	Trial HSC Examination
Common Module	35	25			10
Module A	30			25	5
Module B	5				5
Module C	30		25		5
TOTALS	100	25	25	25	25
Outcomes Assessed		EN12-1 EN12-2 EN12-7	EN12-1 EN12-4 EN12-5	EN12-1 EN12-6 EN12-8 EN12-9	EN12-1 EN12-2 EN12-3 EN12-4 EN12-6 EN12-9

Course: English Studies

Units: 2

HSC 2019-20

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 5 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Week 4 2020	Task 4 Term 3 Week 6 2020
		Texts and Human Experiences <i>Multimodal Presentation</i>	Module A <i>Essay</i>	Portfolio	Trial HSC Examination
Mandatory Module	40	25			15
Module A	25		20		5
Module B	35			30	5
TOTALS	100	25	20	30	25
Outcomes Assessed		ES12-1 ES12-2 ES12-7	ES12-1 ES12-4 ES12-5	ES12-1 ES12-6 ES12-8 ES12-9	ES12-1 ES12-2 ES12-3 ES12-4 ES12-6 ES12-9

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 9 2020	Task 2 Term 3 Week 4 2020	Task 3 Term 3 Week 6 2020
		Food Manufacturing Case Study and Practical Task	Food Product Development Research Article and Practical Task	Trial HSC Exam
Knowledge and understanding of course content	40	NA	10	30
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	15	NA
TOTALS	100	25	35	40
Outcomes Assessed		H1.4, H3.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H5.1

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 6 2020	Task 2 Term 3 Week 3 2020	Task 3 Term 3 Week 6 2020
		Research Report (Ecosystems at Risk)	Stimulus Report (Viticulture)	Trial HSC Examination
Knowledge and Understanding	35	10	5	20
Stimulus Based Skills	20	5	10	5
Research	20	5	15	
Communication	25	10	5	10
TOTALS	100	30	35	35
Outcomes Assessed		H2,6, 8, 10, 11, 13	H1, 4, 5, 6, 8, 9, 10	H1-H13

Components (as per syllabus)	HSC Weighting %	Task 1	Task2	Task 3
		Term 2 Week 10 2020	Term 3 Week 4 2020	Term 3 Week 6 2020
		Database Project	Option Topic Case Study	Trial HSC Exam
Knowledge and understanding of course content	60	15	15	20
Knowledge and skills in the design and development of information systems	40	15	15	20
TOTALS	100	30	30	40
Outcomes Assessed		H2.2, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 10 2020	Task 2 Term 3 Week 3 2020	Task 3 Term 3 Week 6 2020
		Open Book Assessment <i>Differential and Integral Calculus</i>	Investigation <i>Exponential and Logarithmic Functions</i>	Trial HSC Examination <i>All Topics</i>
Concepts, Skills and Techniques	50	20	20	20
Reasoning and Communication	50	15	15	10
TOTALS	100	35	35	30
Outcomes Assessed		MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-3 MA12-6 MA12-9 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-1

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 10 2020	Task 2 Term 3 Week 3 2020	Task 3 Term 3 Week 6 2020
		Open Book Assessment <i>Proof by Mathematical Induction, Introduction to Vectors, Further Operations with Vectors, Trigonometric Equations</i>	Investigation Assignment <i>Further Calculus Skills, Further Area and Volumes of Solids of Revolution, Projectile motion</i>	Trial HSC Examination <i>Whole Course</i>
Concepts, Skills and Techniques	50	20	15	15
Reasoning and Communication	50	20	15	15
TOTALS	100	40	30	30
Outcomes Assessed		ME12-1 ME12-2 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7

**Course: Preliminary Mathematics Standard (ATAR)
& HSC Mathematics Standard 2**

Units: 2

HSC2019-20

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 10 2020	Task 2 Term 3 Week 3 2020	Task 3 Term 3 Week 6 2020
		Investigation <i>Financial Mathematics</i>	In Class Examination <i>Ratio and Rates, Non- right Angled Trigonometry</i>	Trial HSC Examination <i>All Topics</i>
Concepts, Skills and Techniques	50	20	25	15
Reasoning and Communication	50	15	10	15
TOTALS	100	35	35	30
Outcomes Assessed		MS2-12-5 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-10 MS11-1 MS11-10

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 5 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Week 6 2020
		Research and Source Analysis <i>Core Study: Power and the Authority in the Modern World</i>	Historical Source Analysis <i>National Study – Russia and the Soviet Union</i>	Trial HSC Examination
Knowledge and Understanding of Content	40	10	20	10
Source-based Skills	20	5	5	10
Historical Inquiry and Research	20	20		
Communication of Historical Understanding in Appropriate Forms	20	5	5	10
TOTALS	100	40	30	30
Outcomes Assessed		MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9, MH12-10	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9, MH12-10

Course: Music 1

Units: 2

HSC 2019-20

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 5 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Week 3 2020	Task 4 Term 3 Week 5 2020
		An Instrument and it's Repertoire	Music for Small Ensembles	Popular Music	Trial HSC Examination <i>Aural Skills plus 3 Electives</i>
Musicology	30	25			5
Performance	35		25		10
Composition	25			20	5
Aural Skills	10				10
TOTALS	100	25	25	20	30
Outcomes Assessed		P3, P6, P7, P10	P4, P6, P8, P10	P1, P2, P9, P11	P1-P11

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Week 6 2020	Task 2 Term 2 Week 10 2020	Task 3 Term 3 Week 6 2020	Task 4 Term 3 Week 6 2020
		Detailed Study <i>Core Topic 1: Health Priorities in Australia</i>	Practical and Research <i>Option 1: Sports Medicine</i>	Research and Written Task <i>Core Topic 2: Factors Affecting Performance</i>	Trial HSC Examination <i>Core Topics 1 & 2 Options 1 & 2</i>
Knowledge and Understanding of Course Content	40	10	10	10	10
Skills in Critical Thinking, Research, Analysis and Communicating	60	10	15	15	20
TOTALS	100	20	25	25	30
Outcomes Assessed		H1 H2 H3 H4 H5 H14 H15 H16	H8 H13 H16 H17	H7 H8 H9 H10 H11 H16 H17	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 H16 H17

Components (as per syllabus)	HSC Weighting %	Task 1 Term 2 Weeks 7 2020	Task 2 Term 3 Week 1 2020	Task 4 Term 3 Week 4-5 2020
		Coaching Session Implementation and Written Task & Practical Skills Test (Ongoing)	Skill Development Program Implementation and Written Task & Practical Skills Test (Ongoing)	Fitness Training Session Presentation and Written Task & Practical Skills Test (Ongoing)
Knowledge and Understanding	50	20	15	15
Skills	50	15	15	20
TOTALS	100	35	30	35
Topics		<i>Sports Coaching and Training</i>	<i>Individual Games and Sports Applications</i>	<i>Fitness</i>
Outcomes Assessed		1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.2, 1.3, 2.2, 3.2, 3.3, 4.1

VOCATIONAL EDUCATION and TRAINING COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.



QUALIFICATION: Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology
 Training Package: ICT Information and Communications Technology (version 3.1)

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
Term 4, 2019	BSBWHS304	Participate effectively in WHS communication and consultation processes	C	M	20	Cluster A: Working Safely with others Research, report and presentation	35 hrs Work placement
	BSBSUS401	Implement and monitor environmentally sustainable work practices	C	E	25		
Term 1, 2020	ICTICT302	Install and optimise operating system software	C	M	20	Cluster B: Systems & Software Scenario, Observation, portfolio of evidence	30% Preliminary Exam
	ICTSAS301	Run standard diagnostic tests	C	M	10		
Term 1, 2020	ICTICT202	Work and communicate effectively in an ICT environment	C	M	25	Cluster C: Operate Software packages effectively Oral questioning, Written	35 hrs Work placement
	ICTICT203	Operate application software packages	E	S	20		
	6 HSC UOCs						
Term 2, 2020	ICTICT308	Use advanced features of computer applications (embedded)	E	S	30	Cluster D :Computer Applications Written , portfolio of evidence	70% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	ICTWEB303 ICTWEB301	Produce digital images for the web Create a simple mark-up language document	E E	E E	20 25	Cluster E: Working on the Web Observation and questioning	
Term 3. 2020	ICTWEB302	Build simple websites using commercial programs	E	S	30	Cluster F: Web Technologies Observation and Oral report	
Term 3, 2020	ICTWEB201	Use social media tools for collaboration and engagement	E	E	15	Cluster G: Using Social Media Written report	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

WRITING A BIBLIOGRAPHY

- **What Is It?**

A bibliography is a list of resources used during your research. It is arranged in alphabetical order by author and/or title (see the sample on page 38).

- **Why Do You Have to Use One?**

It is necessary to include a bibliography to show the teacher how deeply you have researched and to show where your ideas came from.

- **Special Note**

There are many ways to do a bibliography. You will see one way below, but don't be surprised if at some later stage, you are told to do it slightly differently by someone else.

- **Correct Order In Bibliographies**
(According to the Harvard Method)

Book with One Author

Author's surname, initials. (full stop)
Year. (in brackets) (full stop)
Title of book. (underlined) (full stop)
Place of publication: (colon)
Publisher. (full stop)

Some of this information is on the back of the title page or at the back of the book e.g. Dixon, J. (1993). How to be a successful student. Ringwood: Penguin Books.

If there is no author, e.g. an encyclopedia, just begin with the title, then the year and then continue with the rest.

E.g. The Cambridge Encyclopedia of Human Evolution. (1992). Cambridge: Cambridge University Press.

Book With Two Authors

e.g. Manley, D. and Ree, P. (1998). Finding out. London: Pan Books.

Book With Three Authors

e.g. Green, C.M., Brown, P. and Smith, A. (1996). Life in Australia. Carlton, Vic.: Pitman.

- **Citing in the Text of An Essay**

Citing in the text (without a direct quote)

At each point in the text which refers to a particular resource, insert the author's surname and publication year. (Initials are not necessary unless two authors have the same name). e.g. The Work of Thompson (1994), Bryant (1998) and Eastman (1986) were all concerned with the importance of consistency in bibliographies.

Citing direct quotations.

After the quote include author's surname, publication year, followed by page number. (One page abbreviated as p; pages abbreviated as pp.)(full stop) e.g. "Resting times provide periods for reflections" (Chong, 1998, p7).

- **Non-Book Items**

- Newspaper/Journal Article**

- Author's surname, initials. (full stop)

- Year. (in brackets) (full stop)

- Title of Article. (full stop)

- Title of newspaper/journal (underlined or italics) (full stop)

- Date of publication/volume, number, month etc. for journal, (comma)

- Page number(s) of article. (full stop)

- e.g. Popham, B. (1997). Saving the Future. Sydney Morning Herald. 7th February, p.10.

- NB. If there is no author, just do the same but without the author's name. Put it in the alphabetical listing using the title of the article to decide where it goes.

- Newspaper Article From Sydney Morning Herald CD Rom**

- Do this exactly the same as the above. All the information you need will be at the top of the article you are looking for, including the date. Then add the name of the CD Rom.

- e.g. Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p. 10. Sydney Morning Herald on CD Rom, 1997.

- Encyclopedic Article From CD Rom**

- Author's surname, author's initials. (if this is given) (full stop)

- Year (in brackets) (full stop)

- Title of CD ROM, (underlined)

- CD ROM [in square brackets]. (full stop)

- Place of publication: (colon)

- Publisher. (full stop)

- e.g. Hawking, S.W. (1994). A brief history of time: an interactive adventure [CD ROM]. N.Y.: Crunch Media.

- NB. If there is no author shown, start with the title and put the date at the end. e.g. Encarta. [CD ROM]. 1994. Chicago: Funk & Wagnalls.

- **Internet Site** (Not all sites will give all this information)

- Author's surname, initials. (full stop)

- Year. (in brackets) (full stop)

- Title of site (not the address) (underlined)

- [Internet]. (in square brackets) (full stop)

- Place of publication: (colon)

- Publisher. (full stop)

- Available from: <URL>[Accessed date]. [In square brackets] (full stop)

- e.g. Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University.

- Available from: [Accessed 6th May, 1998]

- **Video** (Not all titles will have all the information)

- Series title. (full stop)

- Series number. (full stop)

- Title. (underlined) (full stop)

- Year. (in brackets) (full stop)

- Place of publication/production : (colon)

- Publisher/Producer. (full stop)

- Date of transmission, (if available) (comma)

- Medium: Format. [in square brackets] (full stop).

- e.g. Fragile Earth. 5. South American wetland. (1982). London : BBC. 17th October, [video: VHS].

- **Sample Bibliography**

Burns, George. (1992). Writing for life. In: Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Dixon, J. (1993). How to be a successful student. Ringwood: Penguin Books.

Doery, K.E. et. Al. (1998). Medical terminology. London: Thames & Hudson.

Encarta. [CD ROM]. 1994. Chicago: Funk & Wagnalls.

Fragile Earth. 5. South American wetland. (1982). London : BBC. 17th October, [video: VHS].

Green, C.M., Brown, P. and Smith, A. (1996). Life in Australia. Carlton, Vic.: Pitman.

Hawking, S.W. (1994). A brief history of time: an interactive adventure [CD ROM]. N.Y.; Crunch Media.

Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University. Available from:

[Accessed 6th May, 1998].

Manley, D. and Ree, P. (1998). Finding out. London: Pan Books.

Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10. Sydney Morning Herald on CD Rom, 1997.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10.

The Cambridge Encyclopedia of Human Evolution. (1992). Cambridge: Cambridge University Press.



APPLICATION FOR ILLNESS AND MISADVENTURE FOR COLLEGE ASSESSMENT TASK

SECTION A PERSONAL DETAILS

Family name: _____ Given name/s: _____

Parent/ Care giver Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject: _____ Classroom Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C EVIDENCE OF MISADVENTURE

In the space provided below, please outline, in detail, the reason you were unable to submit the assessment task by the due date:

SECTION D SUPPORTING EVIDENCE

Please complete either section **D1** or **D2** based on the supporting evidence you are supplying:

D.1: Independent evidence of Illness (e.g. Doctor's Certificate)

Name of Doctor/Health profession supplying the Medical Certificate: _____

Address of Practice: _____

Phone Number of Practice: _____ Date of Consultation : _____

Reason provided by Doctor: _____

Dates Student was unavailable for School: _____

NOTE: PLEASE ATTACH DOCTORS CERTIFICATE

D.2: Evidence of Misadventure (e.g. Family emergency)

Type of Misadventure: _____ Date of Misadventure event: _____

Description of Misadventure Event :

Type of supporting evidence included:

SECTION E STUDENT DECLARATION

I declare the information provided on this form is correct and complete and the documentary evidence supporting this application is authentic. I understand that the BOS review panel may discuss this application with me and ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for misadventure in regards to my assessment task.

Student name: _____ Student Signature: _____

Parent / Caregiver Signature: _____ Date: _____

SECTION F NESAS REVIEW PANEL RECOMMENDATION

NESA Review Committee Coordinator: _____ Date: _____

SECTION G PRINCIPAL'S DECISION

Principal's Signature: _____ Date: _____



PRELIMINARY HSC APPLICATION FOR ALTERNATIVE ASSESSMENT TASK/TIME

Some tasks are scheduled well ahead of time to give students the best opportunity to prepare to maximise their performance.

When a student is aware that they are unable to sit or hand in any one of these assessment tasks due to illness or individual circumstances they must apply on this form for special consideration as outlined in the School Assessment Policy. Failure to comply may result in a zero mark for that assessment task. This form is to be given to the Head Teacher of the subject concerned **prior to the deadline of the task.**

SECTION A : STUDENT APPLICATION

Name: _____

Year: _____ Teacher: _____ Head Teacher : _____

Subject: : _____

Nature of Assessment Task: _____

Date of Assessment Task: _____

Reason for non-attendance or inability to hand in task:

Supporting Documentation:

Parents/Caregiver Signature: _____

Student's Signature: _____

Head Teacher : _____ Date Received: _____

SECTION B : NESAS REVIEW COMMITTEE RECOMMENDATION

Recommendation :

NESA Review Committee Coordinator: _____ Date : _____

SECTION C : PRINCIPAL'S DECISION

Decision: _____

Principal's Signature: _____ Date : _____



PRELIMINARY HSC ASSESSMENT APPEAL FORM

THIS DOCUMENT MUST BE SUBMITTED TO THE PRINCIPAL WITHIN ONE (1) WEEK OF A STUDENT RECEIVING HIS ASSESSMENT RESULTS.

SECTION A PERSONAL DETAILS

Family name: _____ Given name/s: _____

Parent/ Caregiver Name: _____

Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject: _____

Classroom Teacher : _____ Head Teacher: _____

Assessment Task Description:

SECTION C BASIS OF APPEAL

In the space provided below, outline your reasons for your appeal :

SECTION D NESAS REVIEW PANEL RECOMMENDATION

NESA Review Committee Coordinator: _____ Date : _____

SECTION E PRINCIPAL'S DECISION

Principal's Signature: _____ Date : _____

Section 2 HSC checklist and reminders

Pattern of study checklist

Students who will complete the HSC in 2020 should meet the following pattern of study requirements:

- at least 12 units of Year 11 courses and
- at least 10 units of Year 12 courses.

Check that both patterns include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least 3 courses of 2 units value or greater
(either Board Developed or Board Endorsed courses)
- at least 4 subjects
- a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- students meet eligibility requirements for English EAL/D and languages
- students have completed 'HSC: All My Own Work' (or its equivalent)
- there are no exclusions in the course combinations
- students seeking an ATAR meet eligibility requirements
- Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- school-based assessment and reporting requirements
- students with disability.

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online](#)

[Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

HSC: All My Own Work

To be eligible for the HSC, students must complete the program 'HSC: All My Own Work' (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. If a student with disability has difficulty accessing the program 'HSC: All My Own Work', the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

Eligibility for English EAL/D and languages

Check that students meet eligibility requirements and have completed the NESA eligibility form, and that all documentation is retained by the school for:

- English EAL/D
- Continuers courses in those languages which also offer [Language] in Context courses and [Language] and Literature courses
- Beginners courses
- [Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect \(EAL/D\) course](#)

NESA: [Eligibility for Stage 6 Languages courses](#)

ACE 8008: [Entry requirements for Stage 6 Languages courses](#)

Exclusion of course combinations

Some course combinations are excluded by NESA as stated in the course descriptions, under 'exclusions'. Check for NESA exclusions of course combinations for Board Developed Courses (BDCs), Content Endorsed Courses, TAFE delivered VET HSC Courses and Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions: Industrial Technology, Languages, Mathematics, Science, Studies of Religion](#)

ACE manual exclusions index: [Exclusions](#)

[Syllabuses A-Z \(Stage 6\)](#) to access the most up to date information on exclusions in the course descriptions.

School-based assessment and reporting

The 'Assessment and Reporting' documents for each syllabus outline the mandatory components and weightings for new school-based assessment requirements for BDCs.

In addition, school-based assessment:

Year 11 (commenced Term 1 2018)	Year 12 (commenced Term 4 2018)
<input type="checkbox"/> must be capped at 3 tasks	<input type="checkbox"/> must be capped at 4 tasks
<input type="checkbox"/> may only include 1 formal written examination Mathematics courses may include 1-2 formal written examinations	<input type="checkbox"/> may only include 1 formal written examination with a maximum weighting of 30%

Refer to:

ACE 8072: [Development of HSC school-based assessment programs](#)

ACE 8069: [Higher School Certificate school-based assessment](#)

NESA: [Stage 6 school-based assessment](#)

[Syllabuses A-Z \(Stage 6\)](#) for syllabus based components and weightings

English Studies and Mathematics Standard 1

Student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses is reported as a grade.

- To award grades, use the new [English Studies Achievement Level Descriptions](#) and [Mathematics Standard 1 Achievement Level Descriptions](#).
- Upload Year 12 work samples in [Schools Online](#) (for grade monitoring purposes).
- For the optional HSC examinations, enter students separately and submit an estimated examination mark. For the 2020 HSC and beyond teachers will not be required to derive the estimated mark from a formal written exam that is part of the school-based assessment program. This change provides schools with greater flexibility in the design of the school-based assessment program.

ATAR eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2020 must complete at least 10 units of BDCs for which there are formal examinations conducted by NESA, including:

- at least 2 units of English

- at least 8 units of Category A courses.

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Note that both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

[UAC](#) in particular: [HSC courses that can be used in the ATAR calculation](#)

[English Stage 6](#) and [Mathematics Stage 6](#) for English Studies and Mathematics Standard 1 syllabus documents

HSC minimum standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC. Students get two chances a year to sit each of the online tests from Year 10 and up to five years after starting their first HSC course. For the 2020 HSC, students do not need to sit the reading, writing or numeracy test(s) if they achieved at Band 8 or above in the respective 2017 Year 9 NAPLAN test(s). Students taking Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](#)

NESA: [HSC minimum standard](#)

Department: [Literacy and Numeracy](#) with quick link to HSC minimum standard

Students with disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions where required and be an ongoing process. Adjustments should enable equitable participation by students in the full range of education activities on the same basis as their peers without disability. The NESA website provides information about HSC disability provisions, including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC 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 Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative planning process that addresses the student's transition from school to adult life.

Refer to:

ACE: [Studying HSC Life Skills courses](#)

NESA: [Disability Provisions](#)

Australian Government: [Disability Standards for Education 2005](#)

Reminders

- Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).
- Ensure that NESA requirements are met:
 - for commencement of Year 11 and Year 12 courses
 - for credit transfer and recognition of prior learning
 - for accumulation, acceleration and repeating
 - for satisfactory completion and non-completion of courses.
- Additional departmental curriculum requirements in the policy standards (e.g. Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESA HSC credentialing.
- Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.

Refer to:

ACE: [Commencement of Preliminary and HSC courses](#)

ACE 8060: [study with an outside tutor](#)

ACE 8061: [study with an external provider](#)

ACE: [Credit transfer and recognition of prior learning](#)

ACE: [Pathways](#) (Includes accumulation and/or repeating courses and acceleration)

ACE: [Satisfactory completion; non-completion; leave](#)

Appendix 1 Excerpts – Education Act

The following information from the [Education Act 1990 No 8](#) underpins NESA's rules and regulations. In the legislation, 'the Authority' refers to NESA. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 HSC checklist and reminders.

12 Curriculum for Higher School Certificate candidates

(1) 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 determined by the Minister on the recommendation of the Authority 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 Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority'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) who have been accepted by the Authority as having satisfactorily completed those courses of study, and

(e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and

(f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority 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 not, in the opinion of the Authority, be justified.