



Dungog High School

Preliminary
Higher School Certificate Course

Assessment Policy

2016

Contents

Section 1:	Eligibility requirements for the Award of a Higher School Certificate.....	3
	Eligibility Requirements for the Award of a Higher School Certificate	
	Pattern of Study	
	Satisfactory Completion of a Course / Course Completion Criteria	
	Attendance	
	Change of Subjects / Courses	
Section 2:	Assessment in the Higher School Certificate Year.....	4
	Assessment in the Higher School Certificate Year	
	Starting Time	
	The Assessment "Calendar"	
	Study Sessions	
	Time Management	
	Notification Slip	
	Value	
	Assessment Tasks	
	Ranking	
	Request for Extension of Time	
	Factors Influencing the Quality of Tasks Submitted	
	Student Sick on Day of Assessment Task	
	Collusion / Plagiarism	
	Special Provisions	
	Students Transferring to Dungog High School	
	Invalid Tasks/part of Tasks or Non Discriminating Tasks	
Section 3:	Assessment in VET courses.....	7
	Recognition of Prior Learning (RPL)	
	Unit Assessment	
	Hospitality Practical Tasks	
	Work Placement	
Section 4:	Non-Assessment Tasks	8
	Non-Assessment Tasks	
	Failure to Complete Non Assessment Tasks	
	Concern Regarding Application in Higher School Certificate Course	
Section 5:	Application for extended leave form - travel.....	9
Section 6:	Appeals Process	9
Section 7:	Appeals Process (VET Courses only)	12
Section 8:	Assessment and Examination Rules for Senior Students	12
Section 9:	Glossary of Key Words.....	13
Section 10:	Web Addresses	15
Section 11:	Procedure for Evaluating HSC Course Assessment Policies	16
Appendix:	Illness / Misadventure Form	17
Appendix:	Official Warning Letter: Non-completion of HSC course.....	18

Section 1: Eligibility requirements for the Award of a Higher School Certificate

1.1. To be eligible for the award of the Higher School Certificate you must have:

- 1.1.1. gained the School Certificate or such other qualifications as the Board of Studies considers satisfactory;
- 1.1.2. attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by the Board;
- 1.1.3. satisfactorily completed courses that comprise the pattern of study required by the Board for the Award of the Higher School Certificate;
- 1.1.4. sat for and made a serious attempt at the required Higher School Certificate examination(s) and courses;
- 1.1.5. satisfactorily completed *HSC: All My Own Work* or its equivalent prior to March in the year entered for the HSC;
- 1.1.6. *Crossroads Course* satisfactorily completed if attending NSW government school.

1.2. **Pattern Of Study**

To qualify for the Higher School Certificate you must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. We recommend that students study 12 Units in the Higher School Certificate year.

Both patterns must include:

- 1.2.1. at least 6 units from Board-developed courses;
- 1.2.2. at least two units of a Board-developed course in English;
- 1.2.3. at least three courses of two units value or greater (either Board-developed or Board-endorsed courses);
- 1.2.4. at least four subjects.

To satisfy the pattern of study requirements for the Higher School Certificate you may count a maximum of six Preliminary units and six HSC units from courses in science. Students must study a minimum of 12 units at Preliminary Course Level and a minimum of 10 units at HSC Course Level. Students may accumulate HSC courses towards the Higher School Certificate over up to 5 years.

1.3. **Satisfactory Completion Of A Course / Course Completion Criteria**

Students must satisfactorily complete the Preliminary course before commencing the corresponding Higher School Certificate Course. The following course completion criteria refers to both Preliminary and Higher School Certificate courses. Course completion criteria

A student will be considered to have satisfactorily completed a course if in the principal's view, there is sufficient evidence that the student has:

- 1.3.1. **followed** the course developed or endorsed by the Board; and
- 1.3.2. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- 1.3.3. **achieved** the outcomes of each course to a degree acceptable by the school.

1.4. Attendance

Principals may determine an appropriate attendance pattern which will enable students to achieve the outcomes of each course studied. That is, Principals may determine that as a result of absences, the course(s) completion criteria has not been met. Satisfactory participation in school sport is also part of this requirement. Students who organise alternative activities on sport afternoons may jeopardise their Preliminary Certificate.

Students will be warned of the consequences of cumulative absences. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

1.5. Change Of Subjects / Courses

Year 11 changes of subjects must be completed by Week 4 of Term 1. Under exceptional circumstances changes of courses recommended by the Head Teachers of Science and Mathematics may take place for a short period after the deadline. This is at the Principal's discretion and must not be assumed as a right by students.

Section 2: Assessment in the Higher School Certificate Year

2.1. Starting Time

Tasks may commence at any stage in Term 1 of the preliminary year.

2.2. The Assessment "Calendar" (Faculty Assessment Booklet)

The Assessment "Calendar" indicates the date which the tasks in various subjects take place. It is aimed for students managing their time and providing warning well in advance for students, that tasks will fall due. Teachers will attempt to spread assessment tasks out when setting them. This will better allow tasks to be given at an appropriate time within the course.

Students should note that the assessment calendar is a guideline. It can be subject to alteration for a variety of reasons eg. teacher absence, widespread student illness etc. Under such circumstances a later date would be established, and student notified of the variation to timing and or content.

2.3. Study Sessions

In order to assist students with examination preparation, no assessment task will be held, or fall due in the 2 weeks prior to major examinations. An in class assessment task can be held in subjects that do not have an examination. This assessment task will be held during the class time of that subject.

2.4. Time Management

Clearly the solution is not to concentrate on any one area of senior courses at the expense of another. Students should organise and plan their study time in advance so that both Assessment and Non-assessment Tasks receive adequate attention. Time off school should not be taken for anything but legitimate reasons, such as sickness.

Students are advised that their attendance will be closely monitored. Particular attention will be given to days just

prior to Assessment Task submission in all subject areas. This should allow any undesirable patterns to be detected, and parents informed of this.

Students studying courses that require the submission of a **major project / performance** need to be aware that the Higher School Certificate Examination dates for these tasks are set by the Board of Studies. The school has no control over these dates. This can cause crowding of tasks near the Trial Higher School Certificate Examinations

2.5. **Notification Slip**

Students will receive a notification slip at least **two weeks** prior to the due date for a task. The slip will provide information on:

- 2.5.1. when the task will be assessed (day);
- 2.5.2. what will be assessed;
- 2.5.3. how it will be assessed;
- 2.5.4. the relative value of the task;
- 2.5.5. course outcomes assessed.

The assessment slip will be either taken down by students or supplied complete by the teachers. Each student will be required to sign a register when they receive an assessment task.

2.6. **Value**

The composition of the assessment tasks varies for each subject and is detailed in the subject information which will be distributed by your course / subject teachers.

2.7. **Assessment Tasks**

Assessment Tasks, which include Formal Examinations, are an ongoing process which takes place in Year 11. Component marks for various tasks accumulate to provide a final mark (per subject).

2.7.1. **Composition of the Mark**

2.7.1.1. While assessment tasks provide all marks used for assessment, there are many other aspects taken into account which cannot be readily measured in either internal examinations or a single external examination. These vary from subject to subject and include:

- 2.7.1.1.1. Aural (listening) skills;
- 2.7.1.1.2. Communication skills;
- 2.7.1.1.3. Understanding of concepts;
- 2.7.1.1.4. Research skills;
- 2.7.1.1.5. Practical skills etc.
- 2.7.1.1.6. Field studies.

2.7.2. **Marks awarded for assessment tasks**

These are provided, and allow students to determine their relative ranking for each task.

The various forms, policies and descriptions which follow are common to all faculties and the subject taught by them in this school.

2.8. **Ranking**

Ranking is a student's standing or rating relative to other students undertaking the same course. Ranking for individual assessment tasks is given to students, and a cumulative ranking is provided on the following reports:

2.8.1. Year 11 Half Year

2.8.2. Year 11 Final End of Course

Students also receive feedback on their level of achievement of their course outcomes on specific assessment tasks as well.

2.9. **Request for Extension of Time**

These applications are to be submitted to the class teacher on a Misadventure/Illness appeal form **prior to the day of the assessment**. They will be judged by the Head Teacher in conjunction with the class teacher. Students must not assume that application for extension of time will be automatically accepted and therefore should submit such applications as early as possible. (NB Failure of computer hardware or software will not normally be considered as valid reason for extension of time to be granted).

2.10. **Factors Influencing the Quality of Tasks Submitted**

In the marking of Assessment Tasks schools are not permitted to compensate for factors such as extended illness, misadventure or domestic problems etc. which may have affected a student's performance. Teachers will award a mark or grade for what is actually submitted. We do not make allowances for conditions or potential in the marking scheme.

2.11. **Student Sick on Day of Assessment Task**

If a student is sick on the day of an Assessment Task they should take the following steps:

2.11.1. notify Head Teacher via phone call to school

2.11.2. obtain a medical certificate.

2.11.3. A student must provide a reason if no medical certificate is provided. It is at the Principal's discretion whether this reason is acceptable and if the appeal will be considered.

2.11.4. Illness/Misadventure Appeal Forms are available on the school website. The Appeal form must be presented to the Head Teacher with supporting material within 48 hours of return to school.

2.12. **Collusion / Plagiarism**

Where it is evident that students have colluded to prepare a submitted task i.e. two or more students have together prepared and shared a submission for an assessment task, or the student has copied the material presented as the assessment task from another source, a reduced award will be given.

The head teacher, with approval of the principal, may select either of the following options:

2.12.1. a zero award for all students involved;

2.12.2. students re-submit the task with a mark penalty applied.

2.13. Special Provisions

Special provisions may be provided to assist students with assessment tasks and examinations if the student has a special need which would prevent him or her from:

- 2.13.1. reading and interpreting school based assessments including tests.
- 2.13.2. communicating their responses

Special provisions are granted so that specific syllabus outcomes can be assessed accurately without students with special needs being disadvantaged.

Students who wish to apply for special provisions should see Ms H Dibley or the School Counsellor.

2.14. Students Transferring to Dungog High School

The previous school is to provide assessment marks for HSC Courses for students who transfer after 30th June in the year of the HSC examination. The marks will be developed from assessment information collected during the student's period at the school. For the purpose of moderation these students will be regarded by the BOS as being members of the previous school.

Where a student transfers to a school where a course being studied is not available, the course being studied may be continued through distance education, OTEN, an outside tutor, at another school or Institute of TAFE. If none of these options is available to the student, the principal may permit the student to change subjects/courses/ units within the regulations outlined in section 11.11.2 of the BOS ACE manual.

2.15. Invalid tasks/parts of tasks or non-discriminating tasks.

If the class teacher has a concern that an assessment task has not functioned as required, or there are problems in the task's administration they are to notify their Head Teacher immediately. The Head Teacher, with approval of the school principal, will determine a suitable approach, such as reducing the weighting assigned to the task and adding an additional task (with sufficient notice), and adjusting weightings accordingly. In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised. Students will be notified of the determination and given two school days to appeal the decision in writing to the school principal, before the determination is implemented.

Section 3: Assessment in VET courses

3.1. Assessment is ongoing and competency based. An integrated (holistic) approach is used - a number of elements of competency or several units of competency are assessed together. Assessment may be through written tasks, practical tasks and / or teacher observation. Students are notified of the outcomes being assessed.

3.2. Recognition of Prior Learning (RPL)

A student may apply for Recognition of Prior Learning (RPL). RPL allows students to achieve competencies as a result of formal and informal training regardless of how, when or where the learning occurred. Students must apply to class teacher using the Application for RPL. (See Appendix)

3.3. Unit Assessment

Assessment may be conducted for individual units of competency or for groups of units of competency. All performance criteria needs to be met to demonstrate the achievement of an element of competency and all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency. Skill assessment is assessed as Competent / Not Competent.

Teachers will usually organise a number of chances for students to demonstrate competency. Students may seek further opportunities to demonstrate those competencies, but these need to occur without disruption to the work of fellow students.

Should a student require additional attempts to achieve competence, students must negotiate with their teacher, providing sufficient time for additional assessment opportunities to be completed, prior to Board of Studies entries.

3.4. Hospitality Practical Tasks

In cases of student absence from practical assessment or need for reassessment involving food items, if not feasible to reassess in an alternate class practical task students will be required to supply their own ingredients for reassessment. Assessment in all outcomes covered to date in class to be completed by end of each term.

3.5. Work Placement

Work placement is compulsory for all students in all Vocational Education subjects to achieve mandatory course requirements.

Section 4: Non-Assessment Tasks

4.1. Non-assessment tasks, as set by the classroom teacher, need to be completed by the specified time. Students unable to complete the task by the specified date should ask the teacher for an extension at least two school days before the task is due. These tasks ensure that a student has adequately studied a course, and this cannot be achieved through Assessment alone. Extensions will not automatically be granted and only one extension will be given if it is appropriate.

4.2. Non-assessable task should be completed on time because :

- 4.2.1. The teacher needs all the class work so that all tasks can be marked at the same time. This will ensure fair marking.
- 4.2.2. Your workload has been organised in such a way that you gain the maximum amount of benefit from tasks.
- 4.2.3. The teacher needs to know the areas of course work where you are having difficulty. Problem areas can be identified and remedied as soon as possible.
- 4.2.4. These tasks should be seen as being revision for examinations and assessment tasks.

4.3. **Failure To Complete Non Assessment Tasks**

Failure to complete non-assessment tasks can result in any or all of the following:

- 4.3.1. The matter will be recorded by the teacher and reported to the Head Teacher and the Year Coordinator;
- 4.3.2. An unsatisfactory comment may be made on the student's report;
- 4.3.3. A letter to parents or an interview with parents informing them of unsatisfactory progress;
- 4.3.4. Students may be detained to complete the task under the supervision of the teacher;
- 4.3.5. Students can be deemed as not having satisfied the course requirements and issue of the HSC in that subject could be in question.

4.4. **Concern Regarding Application In Higher School Certificate Course**

A warning letter will be issued to a student if the Principal has sufficient evidence that the student has not :

- 4.4.1. **followed** the course developed or endorsed by the Board; and
- 4.4.2. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- 4.4.3. **achieved** the outcomes of each course to a degree acceptable by the school.

Section 5: Application for extended leave form - travel

Students need to complete this form signed by the principal if they are away for an extended period (over 1 week) of time and it affects assessment tasks.

Section 6: Appeals Process

- 6.1. Refer to the following flowchart for information on grounds for appeal, how to lodge an appeal and the appeals process.
- 6.2. The provision of the appeals process does not cover:
 - 6.2.1. long term illness such as glandular fever, asthma and epilepsy unless there is a flare-up during the examination.
(Chronic sickness is not in itself an acceptable basis for appeal)
 - 6.2.2. matters that could have been avoided by the student. eg
 - 6.2.2.1. forgetting to hand in a task
 - 6.2.2.2. misreading a timetable
 - 6.2.2.3. excursion or extra curricula event that prevents the student sitting the task on the set/due date - if HT or teacher not informed before hand
 - 6.2.3. matters relating to the loss of time towards the end of tasks preparation period
 - 6.2.4. alleged inadequacies of teaching
 - 6.2.5. long term family situations
 - 6.2.6. matters relating to failure to perform at usual standard in assessment tasks other than exams
 - 6.2.7. computer failure or malfunction generally will not be grounds for appeal.

6.3. **Appeals Time-frame**

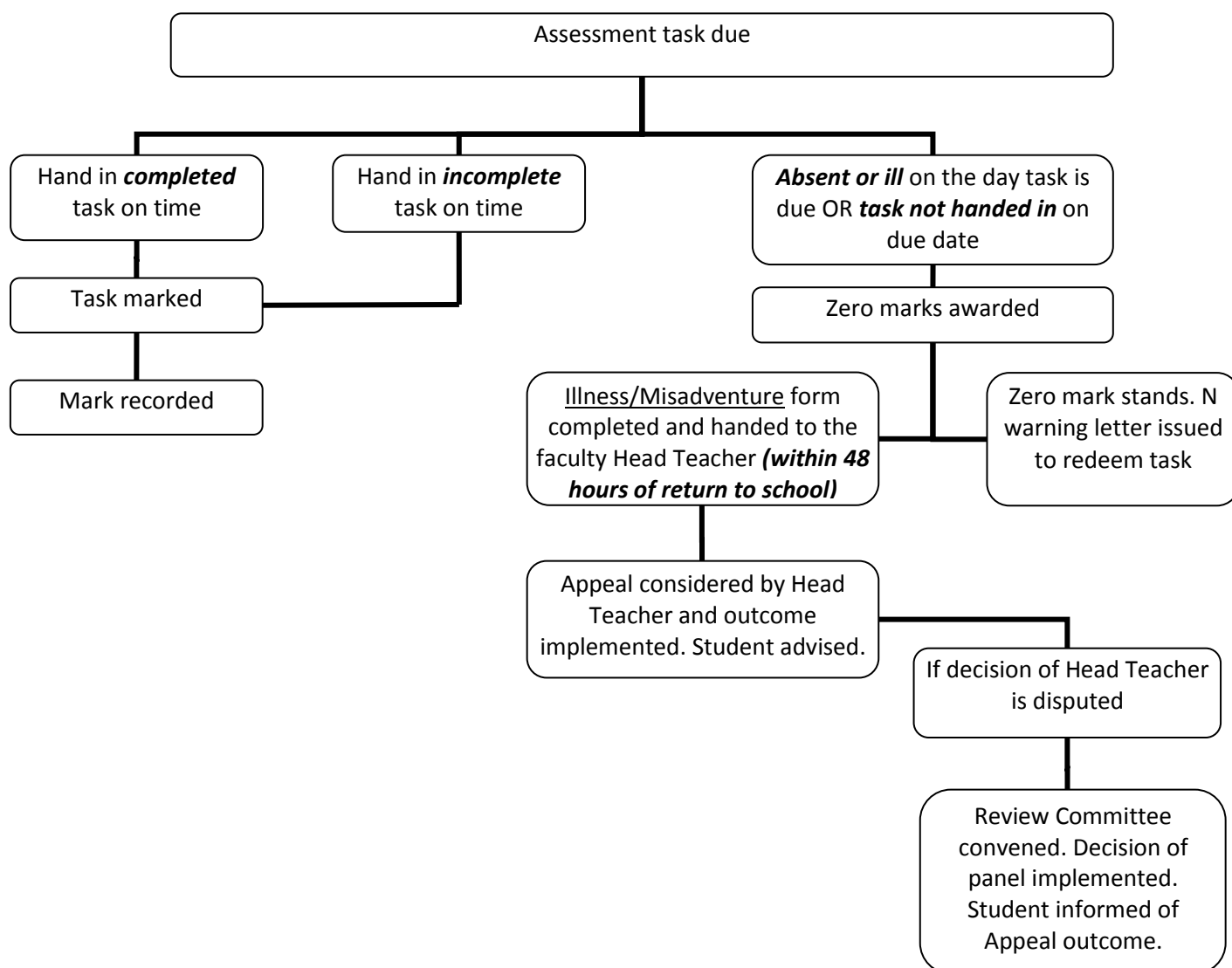
Misadventure/Illness appeals must be submitted:

- 6.3.1. prior to the due date for requests for extension of time
- 6.3.2. prior or on the due date for “failure to submit task” or “failure to sit for school set exam”
- 6.3.3. if appeal is based on illness, appeal must be presented within 48 hours of return to school.

6.4. Students are advised that appeals for late submission, misadventure or illness will be strengthened if they contact the school by phone, on or before the due date, and submit medical certificates if applicable.

RoSA, Preliminary and HSC Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand. Leave approval may need to be sought.



NOTE: There are no grounds for an appeal in regard to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an examination an Illness/Misadventure Appeal must be lodged as per policy.

Section 7: Appeals Process (VET Courses only)

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process.

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal (see the Principal).

The school must record all appeal submissions. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

The panel will comprise of a qualified VET teacher from another school a RTO representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with Maitland Office. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

Section 8: Assessment and Examination Rules for Senior Students

8.1. As senior examinations are an important component of the final assessment mark, the importance of adhering to the examination rules cannot be stressed too highly. These rules are:

- 8.1.1. No student will leave the school grounds during the period of examination unless prior arrangements have been made with the Year Co-ordinator. At the completion of the examination students may leave the school grounds. Bus travellers need to stay at school and do private study.
- 8.1.2. Only authorised equipment or material shall be used by students during examinations or assessment tasks. The subject department responsible for the paper/task will specify authorised equipment etc.
- 8.1.3. No borrowing of equipment will be permitted during the examination, unless permission is given by supervisor.
- 8.1.4. Writing paper is issued by the school. No other paper is to be in a student's possession.
- 8.1.5. Students' bags, folders etc. are to be left outside in area designated by exam supervisor.
- 8.1.6. It is each student's responsibility to ensure :
 - 8.1.6.1. That your name or examination number is placed on each page.
 - 8.1.6.2. that all pages are handed in at the conclusion of the examination. Any work inadvertently taken from the room will not be accepted for marking.
 - 8.1.6.3. that all pages handed in are securely fastened together.
- 8.1.7. Leaving the examination room early is not permitted.
- 8.1.8. Late arrivals will be treated in the same manner as in the HSC. That is, generally no additional time will be allowed except in major emergencies affecting a number of candidates, eg. floods, transport strikes, etc.

8.2. Malpractice occurs if a student is in possession of unauthorised information during a test, examination or assessment task. Malpractice can result in the award of zero for the examination or task. Students should note that the following factors are not relevant in instances of malpractice:

- 8.2.1. the quantity or quality of the information
- 8.2.2. the motives or intent of the student
- 8.2.3. establishing that the information was used by the student
- 8.2.4. It is therefore extremely important that all students should check to see that they have not inadvertently taken information into the examination room eg. notes used for study. Such notes would constitute malpractice unless given to the supervisor before the examination commences.
- 8.3. Students will sit in places determined by the supervisor.
- 8.4. Students **are to wear school uniform**.
- 8.5. **No eating** of foodstuffs in the examination room. An exception may be made for medicinal substances, such as throat lozenges, but permission must be obtained from the examination supervisors. Bottles of water are permitted.
- 8.6. Students will remain seated at the end of the examination until all examination material is collected and then will leave the room under the directions of the supervisors.
- 8.7. Students will only be allowed to visit the toilet after obtaining permission from the supervisor and will be accompanied by a supervisor to the toilet area.
- 8.8. **No talking** is permitted in the examination room once the exam has commenced and until all papers are collected.
- 8.9. **Under no circumstances** should a **mobile phone be taken into any exam situation** and possession of a mobile phone will be treated as intent to cheat.
- 8.10. Students who become sick during the course of the examination and are unable to continue are to notify the supervisor and then report to the front office. Students who leave the exam room sick cannot reenter and recommence this exam.
- 8.11. Remove your watch and place it in clear view on the desk in front of you. It cannot be a programmable watch or iwatch.

Section 9: 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 you 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 (analyse / evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, (analyse/reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example

Describe	Provide characteristics and
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

It is important to note that exam questions for the Higher School Certificate will also continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in exam papers.

Key Words And Levels Of Response

Along with the mark value and space provided in exam booklets, the key words can help you to judge how much an answer needs to cover.

The table below provides a general guide to the kind of response required by each of the key words. The table is not intended to be prescriptive, and you will notice that some key words appear in more than one row.

Groupings of Syllabus knowledge, skills and understandings	Groupings of key words
Skills in analysis and critical thinking.	Analyse, distinguish, examine, explain, extract, investigate
Skills in application and performance	Demonstrate, discuss, apply, calculate, construct
Knowledge, recall and understanding	Define, describe, explain, give an account, identify, outline, recall, recount
Skills in evaluation	Appreciate, assess, discuss, evaluate, justify, predict, account for
Skills in problem solving	Apply, calculate, clarify, compare, contrast, construct, deduce, demonstrate, investigate, predict, propose, recommend
Skills in synthesis and creative thinking	Classify, extrapolate, interpret, summarise, synthesise

The left-hand column in the table is a grouping of the knowledge, skills and understanding typically found in Stage 6 syllabuses.

The key words from the glossary are grouped in the right hand column alongside the groupings of knowledge, skills and understanding.

The terms in the right-hand column such as 'describe', 'identify' and 'outline' are typically used in questions requiring recall of knowledge. Questions using these terms generally require less depth and are worth fewer marks than questions using terms such as 'assess', 'evaluate' and 'justify' which call for higher-order thinking. The latter generally require an answer of greater depth and usually attract higher marks.

Other terms such as 'explain' and 'discuss' can vary considerably in the mark value and depth of response required.

Section 10: Web Addresses

NSW Department of Education and Communities

www.schools.nsw.edu.au

Board of Studies, NSW

www.boardofstudies.nsw.edu.au

Higher School Certificate Results

www.hscreresults.nsw.edu.au

Universities Admission Centre

www.uac.edu.au

TAFE New South Wales

www.tafensw.edu.au

Charles Sturt University

www.csu.edu.au

Section 11: Procedure for Evaluating Preliminary HSC Course Assessment Policies

In term 4 each year a current copy of the school's "HSC Course Assessment Policies" is seen by each member of the school executive for evaluation/ review, suggested changes and additions. The Deputy Principal collates the following year's document and checks that it contains all the information suggested by the Board of Studies.

Parents or students with suggestions for future policy documents should discuss or give them in writing to a member of the school executive staff. Please note that this document is to be used in conjunction with Board of Studies "Rules and Procedures for the HSC" that each candidate receives and signs for at the beginning of their HSC course.

Appendix: Illness / Misadventure Form

STUDENT SECTION

Student Name: _____ Year: _____ Subject: _____

Task: _____ Date of Task: _____

Reason **extension / estimate / new date** (*please circle*) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with Board of Studies requirements)

I hereby request an extension of time / new date / forward date to complete the task

Student signature: _____ Date: _____ / _____ / _____

Parent signature: _____ Date: _____ / _____ / _____

HEAD TEACHER SECTION

After consultation with the classroom teacher I **have / have not** granted the student:

Classroom Teacher signature: _____ Date: _____ / _____ / _____

Head Teacher signature: _____ Date: _____ / _____ / _____

REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)

Based on the above recommendation I **have / have not** granted the student:

Principal / Deputy signature: _____ Date: _____ / _____ / _____

DECISION NOTIFICATION

Student Notified: Date: _____ / _____ / _____ Time: _____ Copy of decision given:

Y N

Parent Notified (phone) : Date: _____ / _____ / _____ Time: _____

Teacher signature: _____ Date: _____ / _____ / _____

Appendix: Official Warning Letter: Non-completion of HSC course



DUNGOG HIGH SCHOOL
Eloiza Street, Dungog 2420
(PO Box 147)
Tel: (02) 49 923022 Fax: (02) 49 923125

Date: _____

Dear _____

Re: **OFFICIAL WARNING - Non-completion of a Preliminary HSC Course**

I am writing to advise that _____ is in danger of not meeting
(Name)
the Course Completion Criteria for the Preliminary Course, _____
(Course)

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the 1st, 2nd (*Circle*) **official warning** we have issued concerning

(Course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' 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. It may also mean that the student is unable to proceed to the HSC course as he/she has not satisfactorily completed the Preliminary Course.

To date, your child has not satisfactorily met section _____ of the Course
(Indicate a), b) or c)
Completion Criteria*.

*Course Completion Criteria

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

- i) **followed** the course developed or endorsed by the Board; and
- ii) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- iii) **achieved some or all of the course outcomes.**

----- ✂----- ✂----- ✂----- ✂----- ✂----- ✂----- ✂----- ✂-----

Please detach this section and ask your child to give it to the Head Teacher the next time they attend school.
REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A PRELIMINARY COURSE

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

Parent/Guardian's signature : _____ Date: _____

Student's signature: _____ Date: _____

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 your child to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action Required by student	Date to be completed by (if applicable)

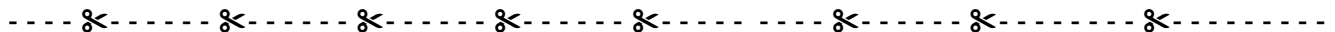
Please contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher

Head Teacher

Principal



Note for student

If the Deputy Principal has not met with you regarding this warning letter please arrange for a meeting time.

The focus of this meeting will be:

- § clarification of the requirements for the award of a HSC
- § how to avoid receiving warning letters and 'N' awards
- § planning and organising school work
- § improvement programs
- § general support.