1. GENERAL INFORMATION ABOUT YEAR 10 and the NSW Record of School Achievement.

The NSW Record of School Achievement is awarded by the Board of Studies, teaching and educational standards (BOSTES) to eligible students who leave school before the conclusion of the HSC. The Record of Achievement provides students, parents, employers and the general community with information on students’ achievement.

To progress to the Preliminary and HSC years, students are required to study courses in each year in Years 7-10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. At some time during Years 7-10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

All students in Year 10 will complete an Assessment Schedule for all their subjects. These assess individual achievement in the foundation knowledge and skills needed to successfully undertake subjects in Years 11 and 12 and to participate effectively in the wider community. Students receive their own test results for these tests.

Students also are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by BOSTES. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

2. ASSESSMENT: DETERMINING YEAR 10 GRADES

2.1 Process of determining Year 10 Grades

The process of determining Year 10 grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- observe and record assessment judgements (e.g. marks, grades, comments);
- Use assessment information to make a summative judgement of each student’s overall level of achievement at the end of the course;
- refer to the Course Performance Descriptors to award a grade that most appropriately describes a student’s achievement.

2.2 The Purpose of the Assessment Procedure

The Assessment procedures for Year 10 are intended to provide an indication of a student’s attainment of a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding skills and processes and addresses all these projected outcomes.

Marks for the affective domain i.e. interest, attitudes and/or conduct will not be included in the Assessment or contribute to the final Grade. They are nevertheless an important part of teaching and learning and may be included in school reporting.

It must be noted, however that satisfactory progress and satisfactory attendance are prerequisites for the advancement to the Preliminary Year.
2.3 Nature of Assessment Tasks

Each Subject Department has clearly defined Assessment Tasks which have been set using criteria for marking derived from the Course Outcomes and Performance Descriptors.

Each Assessment Task will:
- address the Course Outcomes
- be appropriate to the Outcomes to which they are linked.
- cover a range of different task types
- include a Date Due
- include Marks and Weightings towards the final Grade

2.4 Course Performance Descriptors

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the state in making sound and consistent judgements about overall student achievement at the end of a course.

Course Performance Descriptors are a series of statements which summarise observable and measurable features of student achievement and assist teachers to award grades to students based on descriptions of typical achievement from elementary Grade A to Grade E.

Course Performance Descriptors describe the main features of typical students’ performances at the end of the course. The Areas for Assessment consist of the knowledge and skills objectives from the syllabus. These are included in this manual alongside the assessment schedule for each subject.

The five vertical columns in the descriptors describe different levels of student performance. In using these descriptors, schools ‘match up’ each of their students to the descriptor column which best fits the student’s overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student. On the following page is the overall Common Grade Scale.

2.5 Submission of assessment tasks

General Procedures

Students must attend all scheduled lessons on the day a task is due and tasks must be submitted at the time specified at the time of distribution.

A. Absence

a) Absence when a task is notified

Whenever you are absent from school, it is your responsibility to ensure that you see your teacher to be fully informed of the details of all assessment tasks. You are not entitled to any automatic extension of time for a task. However, if you have a prolonged absence, you may submit to the Deputy Principal an Assessment Task Appeal form.

b) Absence on the day of the task – illness or misadventure

Absence from school on the due date of an assessment task will not in itself be regarded as sufficient grounds for the granting of an extension or special consideration. A student who is absent from school on the due date of an assessment task has the responsibility to ensure that the assignment is delivered to the teacher before 9.00am on the date or carry out the following procedures.

- Notify the Head Teacher or Deputy Principal before roll call on the day of the task.
- Submit an Assessment Task Appeal Form to the Deputy Principal on the date of return to school.
- Attach to the Assessment Task Appeal Form a letter from parents and a medical certificate or other relevant documentation to verify the reason for the absence.
- If your appeal is successful you must attempt a task as soon as practical upon your return to school.
- Students who take unauthorised leave and therefore miss an assessment task, will be awarded Zero.
c) Prior Knowledge of Absence
If you know in advance that you will be absent on the due date of an assessment task you must negotiate with the Head Teacher prior to the date alternate arrangements for an in class task, and submit non class tasks before the due date or have it delivered to the school before 9.00am on the due date.

a) Attendance the day before a Task
Students are required to attend all lessons on the day of an assessment task and to attend the day before an assessment task or examination period. If you are absent the day before a task you must provide a doctor’s certificate to the Deputy Principal.

B. Submission of Tasks
Students must attend all scheduled lessons on the day a task is due and tasks must be submitted at the time specified when it was distributed. If a task is submitted late and an assessment task appeal is not upheld then a penalty of 25% of the possible marks for each late day (the weekend counts 1 day) will be applied to the task. Tasks must be submitted in person. It is not acceptable to email an assessment unless this is stipulated in the notice of assessment.

C. Technology
When a student uses electronic technology to produce assignments etc it is their responsibility to ensure that all reasonable steps are taken to prevent technology failure from affecting their ability to submit the task by the due date.

Students using electronic technology when producing a piece of work should:
- continually back up all work on the hard drive of their computer or onto an external storage device such as flash disc or email.
- check all tasks that are to be submitted electronically well before the due date to ensure all data can be accessed at school.
- check compatibility between home and school software and technology
- Save a copy of the final product to an email address as well as bring it to school on a flash disc or CD
- open and check disc content in the presence of a teacher when submitted for assessment
- print hard copies, to be submitted, before you leave home.
- in the same way, if the school’s technology such as Moodle or school servers is temporarily unavailable for any reason, including technical difficulties, students need to be aware that this is not grounds for inadequate preparation and/or appeal.

You are reminded that all students and parents signed and agreed to the Laptop Charter on ethical and responsible use of the internet.

D. Malpractice in assessment tasks.

(a) COPYING AND NON-ORIGINAL WORK
Where there is evidence of copying, or where outside sources are used but not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.

(b) CHEATING
If a student is found to be cheating (or assisting others to cheat) in any assessment task (including examinations), she will score ZERO for the task, parents/guardians will be informed, and the Deputy Principal or Head Teacher may take further action as appropriate.
(c) RULES FOR STUDENT CONDUCT IN EXAMINATIONS.
If an assessment task is an examination, a student must:

- not speak to any person other than the supervisor during the examination
- not behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- not take into the examination room anything other than the equipment specified for the examination
- not cheat copy or plagiarise from textbooks, notes or prepared materials.
The NSW Board of Studies, Teaching and Educational Standards Common Grade Scale describes performance at each of five grade levels in general terms. The specific Course Performance Descriptors for each course offered at Hornsby Girls High School are provided in this booklet.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>

Where “N” appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirement:

- b) Followed the course developed by the Board of Studies;
- c) Applied themselves with diligence and sustained effort in the set tasks and experiences provided in the course by the school;
- d) Achieved some or all of the course outcomes

The Board requires that students are warned in writing if an “N” Determination is likely. An “N” determination in mandatory subjects (non-elective) will result in the Year 10 Requirements not being met.
HORNSBY GIRLS HIGH SCHOOL
ASSESSMENT TASK APPEAL FORM

NAME: ____________________________________  __________________________
(Family name)     (Given name)

Roll class: __________________________

SUBJECT: ___________________________Class: __________________________

Head Teacher: __________________________

REASON FOR APPEAL:
Absent from task
Task submitted after the due date
Application for extension of time / special consideration
Illness or misadventure on the day of the task
The assessment task: ______________________________________________________________

Due date of assessment task: ________Date returned to school: _____________________
(in case of absence)

Reasons supporting appeal application:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

SUPPORT DOCUMENTS ATTACHED TO THIS APPEAL APPLICATION:
Letter from parent/caregiver ________________________________________________________
Medical certificate from Dr _________________________________________________________

Student’s signature: ____________________________ Date: ____________________________
Parent/caregiver’s signature: ____________________________ Date: ____________________________
------------------------------------------------------------------------------------------------------------------------

PROPOSED ACTION:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Action endorsed: ____________________________ Date: ____________________________
(Assessment Coordinator)
Dear ________________________________

RE: OFFICIAL WARNING – Non-completion of a Year 10 COURSE

Student’s name: ________________________________ Date ____________________

I am writing to advise you that ________________________________ is in danger of not meeting the Course Completion Criteria for Year 10 in ________________________________.

The Board of Studies, Teaching and Educational Standards requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _______ (eg 1st, 4th) official warning we have issued concerning ________________________________.

(Course name)

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

a) followed the course developed or endorsed by the Board; and
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

To date, ________________________________ has not satisfactorily met _____________ (indicate a, b, or c)
The following table lists those tasks, requirements or outcomes not yet completed and achieved and/or for which a
genuine attempt has not been made. In order for _________________________ to satisfy the Course Completion Criteria, the following
tasks, requirements or outcomes need to be satisfactorily completed/achieved:

<table>
<thead>
<tr>
<th>Task Name/Course Requirement/ Course Outcome</th>
<th>Date Task Initially Due (if applicable)</th>
<th>Action Required by Student</th>
<th>Date to be Completed by (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Please discuss this matter with _________________________________ and contact the school if further information or clarification is needed.

Yours sincerely,

JUSTIN BRIGGS
Principal

Head Teacher/Class Teacher

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Please fill in and return to the school.

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF
A YEAR 10 COURSE

I have received the letter dated __________________ indicating that ____________________ is in danger of not
having satisfactorily completed ____________________. I am aware that this course may appear on her School Report with a ‘Not Completed’ indicated. I am also aware that the ‘N’ determination may make her ineligible for progression to the Preliminary Year.

Parent/Guardian Signature: _____________________________ Date: _________________

Student’s Signature: ____________________________________ Date: _________________
MANDATORY COURSES
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week 1</td>
<td>Week 1 Textiles Technology</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>Textiles Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 3</td>
<td>Week 2 Visual Arts</td>
<td>Week 2 Textiles Technology</td>
</tr>
<tr>
<td></td>
<td>Week 4</td>
<td>Week 3 Australian Geography,</td>
<td>Week 3 Australian Geography,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French, Japanese</td>
<td>German, Food Technology, History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4 Commerce, History</td>
<td>Week 4 German, Visual Arts,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective, Music</td>
<td>Visual Design</td>
</tr>
<tr>
<td></td>
<td>Week 5</td>
<td>Week 5 Half-Yearly Exams</td>
<td>Week 5</td>
</tr>
<tr>
<td></td>
<td>Australian Geography,</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commerce, English,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Technology, French,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German, History Elective,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics, Music, PDHPE,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Science, Textiles Technology,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Australian Geography, History,</td>
<td>Week 6 Australian Geography,</td>
<td>Week 6 Yearly Examination</td>
</tr>
<tr>
<td></td>
<td>History, History Elective</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Japanese</td>
<td>Week 7</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Commerce, German, Mathematics,</td>
<td>Week 8 English, French,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Japanese, Music</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>English, PDHPE, Music</td>
<td>Week 9 Mathematics</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>French, Food Technology, History</td>
<td>Week 10 History, Food Technology</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>