HORNSBY GIRLS’ HIGH SCHOOL

HIGHER SCHOOL CERTIFICATE
ASSESSMENT MANUAL

2015

INFORMATION FOR PARENTS AND STUDENTS
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- Chemistry
- Drama
- Economics
- English Advanced
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- English Extension 2
- Food Technology
- French Continuers
- French Extension
- Geography
- German Continuers
- German Extension
- History Extension
- Japanese Continuers
- Japanese Extension
- Legal Studies
- Mathematics General
• Mathematics (2 unit)
• Mathematics – Extension 1
• Mathematics – Extension 2
• Modern History
• Music – Course 1
• Music – Course 2
• Music Extension
• Personal Development Health and Physical Education
• Physics
• Society & Culture
• Spanish Beginners
• Textiles and Design
• Visual Arts

1. GENERAL INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

1.1 INTRODUCTION

Performance in Higher School Certificate Assessment is as important as your performance in the HSC Examination. The Board of Studies Teaching and Educational Standards (BOSTES) has set requirements for both schools and students. Students must ensure they are aware of these requirements. Further information or any other matter relating to senior assessment can be obtained from the Year Adviser or Deputy Principal.

Read this handbook carefully

The purpose of Higher School Certificate Assessment is to provide students, potential employers and tertiary institutions with an idea of the relative ability of students and their capacity to work over time towards achievements in a wider range of objectives than can be measured by examination only. The assessment measures actual performance in the WHOLE course, but does not take into account interests, attitudes or conduct.

1.2 THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate, students must:

a) attend school for the required period of time
b) study an acceptable pattern of courses as required by the BOSTES
c) have a satisfactory record of attendance and application in their studies
d) complete the requirements for a sufficient number of courses.
e) complete assessment requirements for a sufficient number of courses including practical, oral or project works.
f) Sit for and make a serious attempt at the Higher School Certificate examination, in a sufficient number of Board Developed courses, in compliance with the examination procedures.

1.3 PATTERN OF STUDY

To qualify for the Higher School Certificate, students must study a pattern of Preliminary and HSC Courses. Students must complete:

a) at least 12 Units of Preliminary Courses and at least 10 Units of HSC Courses
b) at least 6 units from Board-Developed Courses, including at least 2 units of a Board-Developed course in English
c) at least three Courses of 2 Unit value or greater
d) at least four subjects
(NB. A maximum of 6 Units of Science Courses can contribute to HSC eligibility)

1.4 SATISFACTORY COMPLETION OF A COURSE

Students will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that they have:

a) followed the course developed or endorsed by the BOSTES
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
c) achieved stated course outcomes.
N.B. If the Principal determines that a student has not fulfilled these criteria, the student will not be awarded a result in that course. In particular, student absence will be regarded seriously, since non-attendance will make it very difficult for students to fulfil requirements.

2. **HIGHER SCHOOL CERTIFICATE CREDENTIALS**

2.1 **THE HIGHER SCHOOL CERTIFICATE**

The Higher School Certificate is a TESTAMUR document, issued by the BOSTES, which states that a student has met all of the requirements and has been awarded an HSC.

2.2 **THE YEAR 12 RECORD OF ACHIEVEMENT**

This is a document which provides the actual Higher School Certificate results – courses studied, with their examination mark, assessment marks and percentile bands. For all courses involving an external examination, the Record of Achievement will show two sets of marks and indicate the position of that student in relation to all NSW students who studied the course.

The first set of marks will be the examination results in each course which has been studied and presented for the HSC examination.

The second set of marks will be the MODERATED assessment of the student in each course studied. The assessment scores provided by the school will be ‘moderated’ (adjusted) according to the school’s performance in the external HSC examination in that course.

2.3 **MODERATED ASSESSMENT MARKS**

Each school conducts an Assessment Program for its students in each course, and reports students’ assessment marks to the BOSTES. Every school, therefore, assesses its own students individually on work done for each HSC course provided at the school.

Schools use different assessment tasks, have different marking standards, and have students of varying abilities. Because of these differences, the process of MODERATION is needed to allow students’ assessment marks to be compared.

Moderation adjusts the assessment marks of a school group by using their Examination Marks in that course. The Moderated Assessment Marks on the Record of Achievement can be used to compare the performances of students at different schools who have completed the same course.

2.4 **PERFORMANCE BANDS**

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who took the course.

For 2 Unit Courses, the maximum possible marks is 99.95, and
- Band 6 corresponds to marks from 90 to 99.95
- Band 5 corresponds to marks from 80 to 89
- Band 4 corresponds to marks from 70 to 79
- Band 3 corresponds to marks from 60 to 69
- Band 2 corresponds to marks from 50 to 59
- Band 1 corresponds to marks from 0 to 49
Extension courses are of 1 unit value and have a maximum possible mark of 50, with the exception of Mathematics Extension 2. Four bands are used in reporting extension courses.

- Band E4 corresponds to marks from 45 to 50
- Band E3 corresponds to marks from 35 to 44
- Band E2 corresponds to marks from 25 to 34
- Band 1 corresponds to marks from 0 to 24

2.5 COURSE REPORTS

For every HSC Board-Developed Course, students receive a COURSE REPORT showing their marks, the Performance Scale for that Course, and the Performance Band description for the Course. A graph showing the statewide distribution of marks in the Course is also shown.

2.6 SCALING FOR THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Using both the scaled Examination Marks and the moderated Assessment Marks, the University Admissions Centre carries out a further scaling process which leads to the calculation of each student’s Australian Tertiary Admission Rank (ATAR).

The ATAR is used by most universities in selecting their students.

The marks awarded to each student in each course are re-adjusted taking into account the general ability level of the group of students doing each course. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the ATAR. It is not possible to obtain the ATAR by an combination of the marks or percentile bands which appear on the Record of Achievement.

A candidate’s ATAR is based upon the scaled aggregate of the marks in the best ten units of Board-Developed course, subject to the following conditions:

a) the best two units of English must be included in the ATAR
b) the best eight units from the remaining Board-Developed Courses are included
c) no more than two units of Category B courses may be included.

The ATAR is a RANK OUT OF 99.95. It is not a mark, and its only purpose is to select students for University courses in a competitive context.

3. THE SCHOOL’S ASSESSMENT PROGRAM

The Board of Studies Teaching and Educational Standards requires that schools provide an assessment of each student’s performance in each Higher School Certificate Course.

Each school has to develop an Assessment Program for each course. In practical terms, this means that the school is required to:

a) set tasks which will be used to measure student performance in each component of a course.
b) specify a mark/weighting for each task.
c) inform students of the requirements of each course
d) keep records of each student’s performance on each task
e) provide students with information on their progress

Different courses will have different numbers and types of tasks.

Further details about each task can be obtained from the course teacher or the Head Teacher for the subject.

3.1 ASSESSMENT SCHEDULE TIME-FRAME

Each faculty will provide you with an assessment schedule designed to provide you with a time-frame for your assessment tasks. This schedule will allow you to plan your assignments so that there will not be an overload of assessment tasks in any one period of time. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Students must be informed of the ACTUAL date of the assessment task in writing, at least 14 calendar days before the task.

No Assessment tasks should be scheduled in the week prior to the half yearly examinations. No assessment other than HSC major works should be due after the completion of Term 2.

You should draw up your own diary of assessment tasks.

3.2 NOTIFICATION OF ASSESSMENT TASKS

The due date for an Assignment or other Assessment Task will be notified to you in writing at least 14 calendar days before the task.

In some circumstances, it may be necessary to alter the Assessment Schedule. When this occurs, students MUST be informed of any changes – in writing, and 14 calendar days in advance. The Principal is to be consulted if it is not possible to give 14 days notice for changed tasks.

3.3 ABSENCE WHEN A TASK IS NOTIFIED

Whenever you are absent from school, it is your responsibility to ensure that you know what work has been missed and to catch up on that work. The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task. However, if you have a prolonged absence, you may submit to the Deputy Principal an Assessment Appeal Form.

3.4 SUBMISSION OF TASKS

For assignments which are completed outside the classroom, all tasks are to be submitted by 9.00 am on the due date.

All tasks submitted after this time will be deemed to be LATE (see 3.9 below).

Tasks must be submitted in person. It is not acceptable to email an assessment unless this is stipulated in the notice of Assessment.

3.5 EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION
An extension to the due date of an assignment may be approved, by the Deputy Principal only, in cases of severe illness or other exceptional circumstances. Approval for an extension MUST be sought well in advance of the due date. A medical certificate will be required in cases of illness. You must submit to the Deputy Principal an Assessment Task Appeal Form. If your extension is not granted, you must submit the incomplete task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in ZERO marks being awarded for that task (see 3.18 below).

3.6 **ABSENCE DUE TO ILLNESS/MISADVENTURE**

It is YOUR responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

Absence from school on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the Deputy Principal).

A student who is absent from school for a valid reason on the day of an assessment task or when a piece of work is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant teacher by 9.00 am on the due date or to carry out the following procedures:

- **Notify the school by phone before 9.00am on the day of the assessment task that the task will be submitted late.**

- **On the day of return**
  - (i) submit the task to the teacher
  - (ii) submit an Assessment Task Appeal Form to the Deputy Principal.

- **Attach to the Assessment Appeal Form**
  - (i) **a letter of explanation** which includes the reason for the absence and an indication that the student’s parent or caregiver is aware that an assessment task has been missed.
  - (ii) **A medical certificate** as appropriate. Absences due to illness **MUST** be supported with a medical certificate.

3.7 **PRIOR KNOWLEDGE OF ABSENCE**

If you know in advance that you will be absent on the day that an Assessment Task is to be done/submitted, you must NOTIFY THE DEPUTY PRINCIPAL AND YOUR CLASS TEACHER, and submit the work before the due date. Students who fail to submit the task before the due date and do not make arrangements for its submission on the due date MUST complete an Assessment Task Appeal Form as in 3.6 above.

3.8 **ILLNESS OR MISADVENTURE ON THE DAY OF THE TASK**
A student who becomes ill or suffers a misadventure at school on the day of an assessment task must report to the School office, the Year Adviser or the relevant teacher. If the student is ill but decides to do the assessment task, the student should notify the supervising teacher before the assessment task commences. A student who suffers a misadventure at school on the day of an assessment task must report to the Deputy Principal.

NOTE: A student must attend ALL of her scheduled classes on the day of an assessment, other than in cases of illness or misadventure. Any student who does not attend all her scheduled lessons on the day of the assessment will be penalized by 50% of the awarded marks.

A student adversely affected by illness or misadventure on the day of an assessment task may apply for consideration by completing an Assessment Task Appeal form and lodging it as in 3.6 above.

3.9 LATE SUBMISSION OF TASKS

All tasks are to be submitted, by 9.00 am on the due date. All tasks submitted after this time will be deemed to be LATE.

Unless the Deputy Principal receives, in writing, an acceptable explanation for the late submission of a task, the student will receive a ZERO for that task. Students may submit, to the Deputy Principal, an Assessment Task Appeal Form if they have a VALID reason for the late submission of a task.

It is the school’s expectation that students will also be in attendance at school on the day prior to an assessment task, except in the case of documented and/or notified illness or misadventure to the relevant Deputy Principal. Attendance prior to an assessment task will be monitored. A Medical Certificate or similar credential will be required by the relevant Head Teacher from any student absent on the day prior to a scheduled assessment task.

3.10 GRANTING OF AN ASSESSMENT APPEAL

If an assessment task Appeal has been granted then the Deputy Principal may:

- authorise an alternate task to be given as soon after the student’s return as is practicable.
- grant an extension of time
- determine an alternative procedure (in consultation with the Principal)

IMPORTANT NOTE – YOUR APPLICATION FOR ANY SPECIAL CONSIDERATION IS NO GUARANTEE THAT IT WILL BE GRANTED.

3.11 MARKS AWARDED FOR ALTERNATIVE TASKS/EXTENSIONS OF TIME

In those cases where alternative arrangements have been authorised (as above), the mark given for the task will be used to estimate the student’s level of achievement of the syllabus outcomes assessed by the task. This is necessary because a substitute task does not always duplicate the same conditions and content as the original task. Where an alternative task cannot be given, a mark will be allocated with the approval of the Principal.

3.12 TECHNOLOGY AND ASSESSMENT TASKS
Most students now use some form of electronic technology to produce their assignments and assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering her ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit a task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a USB or email.
- When working at school, save the latest version of your work to the server just as an extra copy or alternatively to a USB.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
  - Check the compatibility of your home software with the school’s technology. The school uses Office 2010.
  - Save a copy of the final version of your task to an email address, as well as bringing it to school on a CD or USB.
  - When you burn a CD of your work, open it immediately to check that the burning has been successful.
  - Submissions on disk or USB must be opened and checked in the presence of the teacher.
- To submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems, as the school computers may not always be available. If you are unable to print your work at home, download the task onto a USB or CD and bring it to school for printing. Inform your teacher of this. N.B. Printing at school should only be a last resort.
- In the same way, if the school’s technology such as Moodle or school servers is temporarily unavailable for any reason, including difficulties, students need to be aware that this is not grounds for inadequate preparation and/or appeal.

3.13 ORAL TASKS

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally). In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students MUST attend class at the time indicated for their oral presentation.

3.14 NON-ATTEMPT OF TASKS

When a student does not attempt a task:
- A ZERO mark will be awarded for the task
- The task will be recorded as a non-attempt
- Parents/guardians will be informed by letter
- Copies of the letter will be submitted to the Principal, Deputy Principal, and Year Adviser.
• It may be necessary to invoke the “50% Regulation” (see 3.16 below).

3.15 NON-GENUINE ATTEMPT OF TASKS

Students must make a genuine attempt at all Assessment Tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task (see 3.14 above).

A non-genuine attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student’s ability.

3.16 COMPLETION OF 50% OF TOTAL VALUE OF TASKS

Students studying an HSC Course MUST COMPLETE AND/OR MAKE A GENUINE ATTEMPT at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

3.17 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 a 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 particular examination. Mobile telephones should not be taken into examinations;
• not cheat, copy or plagiarise from textbooks, notes or prepared materials.

3.18 ZERO MARKS

ZERO is awarded to:
• A non-attempt at a task
• A non-genuine attempt at a task
• A task submitted late (without a VALID reason)
• cheating
In such cases:
• Parents/guardians will be notified in writing
• The Principal, Head Teacher and Year Adviser will be informed
• It may be necessary to invoke the “50% Regulation” (see 3.16 above).
3.19 INVALID OR NON-DISCRIMINATING TASKS

In the case of a task not discriminating between students, being invalid or having problems associated with its administration, the school reserves the right to disallow (and omit) that task from the assessment program. In these circumstances the school may add another task (with sufficient notice), and/or adjust the weightings accordingly.

3.20 COURSE CHANGES, LATE ENROLMENTS, ACCELERANTS & ACCUMULANTS

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the Preliminary course. BOSTES entrance and completion dates must be adhered to for all courses.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program.

Accumulants are to meet the same course requirements as other students. In the case of an accumulant who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted without the special permission of the Principal.

3.21 PARALLEL CLASSES

When there is more than one class in a particular course, common assessment tasks should be given and arrangements made for marking procedures which maintain relativity across all classes.

3.22 DISPUTES REGARDING ASSESSMENT TASKS

Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.

The Principal is the final arbiter in all assessment matters.

3.23 REPORTING

During each course, the school will provide information to students which will show their level of achievement on identified course outcomes.

Formal school reports will be issued by the school at a point midway through the course and at the completion of the course. These reports will indicate cumulative assessment ranks.

3.24 WARNING OF ‘N’ DETERMINATION

Students undertaking the HSC Program must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher’s professional judgment to determine whether or not a student has
made a genuine attempt to complete these requirements. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

3.25 If it appears that a student is at risk of being found unsatisfactory in attendance, application or achievement of outcomes in any course, the Principal must:

a) advise the student of the problem, in writing, allowing sufficient time for the problem to be corrected
b) advise the parent/guardian, in writing
c) retain copies of relevant documentation.

Further information.
A copy of the ACE Manual is available online at www.boardofstudies.nsw.edu.au/manuals for access by students, parents and staff.

3.26 N-DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in an HSC course, an N-Determination will be given. This means that the course will not be listed on the student’s Record of Achievement, and it may also mean the possible withholding of the whole HSC. Until a student has satisfactorily completed 12 units of Preliminary Courses and 10 units of HSC Courses which satisfy the BOSTES pattern of study requirements, she will not be eligible for the award of the HSC.

In the case of Extension Courses, students who fail to meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

The final decision regarding any N-Determination recommendation will be made by the Principal. Any student given an N-Determination has the right to appeal against the decision. The appeal review will be conducted by the Principal, Deputy Principal, relevant Head Teacher, Student Adviser, and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents, and the BOSTES.
3.27 CONFIDENTIALITY OF FINAL MARK

The final assessment mark for each subject is confidential and may not be given to students.

3.28 ORDER OF MERIT/FINAL RANKING

Students may be given feedback as to their ongoing ranking in any course. Students may request their final Order of Merit/Ranking in the course after the last HSC examination in the school (usually Week 6, Term 4).

3.29 REVIEW OF ASSESSMENTS

If the ranking of a student is significantly different from her expectations, she may seek a review in that subject.

A review committee – consisting of the Principal (or nominee), the Year Adviser, Head Teacher supervising the subject, and one other teacher not involved in the assessment of the subject – will review:

* whether the weightings specified by the school in its assessment program conform with the Board’s requirements as detailed in the subject guides.
* whether the procedures used by the school for determining the final assessment mark conform with its stated assessment program.
* whether a clerical or computational error had occurred.

A further appeal may be lodged through the Principal to the Board if the student is dissatisfied with the school review procedures. Marks awarded by teachers for individual assessment tasks are not subject to this appeal mechanism, and appeals will not be heard after the release of the HSC results.

3.30 STUDENT RESPONSIBILITIES

Students are responsible for:

* meeting course requirements, including attendance at classes
* applying themselves with diligence and sustained effort to the set work and experiences provided in each course.
* being aware of assessment requirements and procedures
* making a genuine attempt at all assessment tasks
* their personal honesty – work submitted must be the student’s own work, and sources which have been consulted or quoted must be acknowledged
* submitted tasks on or before the due date
* being present for all ‘in-class’ tasks and examinations.

4.0 SUMMARY OF PROCEDURES

All HSC Program students are reminded to read their assessment booklets so that they are absolutely sure of their rights and responsibilities. You MUST take note of the following Assessment Task procedures:

- ALL assessment tasks are compulsory
- Tasks must be handed directly to the designated teacher
- Tasks must be submitted by 9.00am on the due date
- When absent from a task or appealing for special consideration regarding the submission of a task, the appropriate form must be completed and supporting documentation attached. This must be presented to the Deputy Principal immediately on return to school.
• Inform the school before 9.00am of the day of the task if you will be absent.
• Malpractice is unacceptable. Students will be penalised for any activity in relation to assessment tasks which given them an unfair advantage over other students.
• You must attend all classes on the day of an assessment task. You must be in attendance on the day prior to an assessment task.
• If you are not marked present at school but are on the premises you may be asked to leave and therefore be awarded a Zero mark for any assessment task due that day.

It is YOUR RESPONSIBILITY to follow these requirements. If there are any points of which you are unsure, you must ask for clarification.

FORM LETTERS

Following are samples of:

1. Assessment Task Appeal – to be used in cases of:
   - absence from task
   - illness/misadventure on the day of the task
   - late submission of task
   - applications for extension of time
   - applications for special consideration.

3. Non-Completion of Course Warning Letter
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:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

SUPPORTING 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)

\raidserver\S\officefiles\Handbooks\Handbooks\Assessment Handbooks\HSC 2015 Ass Manual.doc
Dear ____________________________________

Dear ______________________________

RE: OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

Student’s name: ___________________________________________ Date ______________________

I am writing to advise you that _______________________________ is in danger of not meeting the
Course Completion Criteria for the Higher School Certificate 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)

A minimum of two course-specific warnings must be issued prior to a final ‘N’ determination being made for
a course.

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

c) achieved some or all of the course outcomes.

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

To date, _______________________________ has not satisfactorily met _____________

(student name) (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 student name 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>
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</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

Please fill in and return to the school.

REQUIREMENTS FOR THE SATISFACtORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE.

I have received the letter dated __________________ indicating that ____________________ is in danger of not having satisfactorily completed ___________________________________. I am aware that this course may not appear on her Higher School Certificate Record of Achievement. I am also aware that the ‘N’ determination may make her ineligible for the award of the Higher School Certificate.

Parent/Guardian Signature: _____________________________ Date: _________________

Student’s Signature: ____________________________________ Date: _________________
SUBJECT ASSESSMENT SCHEDULES
including all subject summary page