H.S.C.

2014 - 15
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Excellence through responsibility, respect and participation

As members of the Boorowa Central School community we believe in:

- Respecting others, ourselves and our environment,
- Being tolerant and establishing positive relationships,
- Promoting self confidence, self-identity and self-worth,
- Accepting responsibility for our own actions,
- Providing ourselves with necessary life skills,
- Valuing and encouraging achievement and creativity,
- Being informed and contributing to our community and our world.
HIGHER SCHOOL CERTIFICATE ASSESSMENT

PARENT AND STUDENT INFORMATION

The following information details Boorowa Central School’s policies and procedures pertaining to the Board of Studies requirements, assessment tasks, rights of appeal and issues relating to grievance procedures and occupational health and safety for the award of the HSC.

Requirements

1. Board of Studies Requirements.
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:

   a. followed the course as specified by the Board of Studies.

   b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

   c. achieved some or all of the course outcomes. In cases of non-completion of course requirements an ‘N’ determination will be submitted to the Board of Studies.

   d. undertaken the mandatory work placement (V.E.T. students only).

Students and parents/guardians will be notified in writing if the possibility exists of a student gaining an ‘N’ determination.

For V.E.T. students to gain an A.Q.F. qualification or Statement of Attainment, a student must demonstrate competence in ALL units of competency as required for the qualification and have had the assessment undertaken by a qualified industry assessor.

2. Attendance and Satisfactory Completion of a Course
The Principal may determine that, as a result of absence, the course criteria might not be met. 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 requirements/criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

All senior students at Boorowa Central School are expected to follow the school’s Code of Conduct and provide positive role models for junior students. As such students must:

   • ensure they retain a copy of the guidelines to the Satisfactory Completion of the HSC Course;
   • present work according to the schedule of date for assessment tasks;
   • be aware of penalties for non-completion or late submission of assessment tasks;
• be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class;
  • present their own work;
  • submit their work in the appropriate format;
  • not interfere with the efforts of others;
  • acknowledge all secondary sources of information used.

3. a. Assessment and the Award of a H.S.C.
The award of a Higher School Certificate is made on the basis of a student’s performance in the HSC examination and the school’s assessment submitted to the Board of Studies. The assessment will be based on achievements measured throughout the HSC course. To enter the HSC course, students must have satisfactorily completed the Year 11 Preliminary Course. The HSC course commences in term 4, 2012. The final mark submitted to the Board of Studies represents a measure of the student’s achievement relative to other students by the end of the HSC course. Assessment tasks and external examinations will reflect a standards referenced approach where:

  • Student achievement is assessed and reported with reference to specified standards of performance;
  • Marks awarded to students reflect the standards they have achieved;
  • Comparisons can be made between students based on their achievement of the standards;
  • Final examination marks are determined by the proportions of students who achieve each performance standard. There is no predetermined pattern of marks. This means that over time, while standards remain constant, the proportion of students achieving each standard may change year to year;
  • There are no limits on the number of students who can reach the top standard;
  • All students who meet the minimum standard receive a mark of 50. Students who perform above the minimum standards expected receive higher marks;
  • Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a performance standard.

HSC assessment is intended to provide an indication of a student’s attainment of a wider range of objectives than measured by the external examination. The assessment allows due weight to be given during a course to student achievement which although evident to the class teacher, may not be adequately assessed in an external examination alone. Such objectives may be measured through practical work, research skills, oral skills, and fieldwork to name a few.

The school determines the various tasks such as tests, assignments and projects on which internal assessment is based. It also determines the marks allocated to each task. Each teacher is responsible for developing assessment schedules in accordance with syllabus requirements for individual subjects.
3. b. Students who change schools or who repeat courses.

No action is necessary for students who transfer to another school before assessments begin for the HSC components of their courses. These students will be assessed by the receiving school.

For students who transfer between when assessments commence and the final date for the HSC entry, the receiving school is to compile final assessments based on the assessment work done at the receiving school. Any information forwarded by the sending school may also be taken into account in the final assessment.

For students who transfer schools between the final date for HSC entry and the time that schools are required to submit assessments, the sending school is to provide the assessment information to the Board of Studies.

For students who repeat a course for the HSC, an assessment will be made on the work done in the repeat year only.

3. c. Pathways students

Students may complete the HSC over a period of up to five years. These students are referred to as Pathways students. Students must still satisfy the requirements for preliminary course units and must complete the necessary preliminary requirements of a course before they can study it at the HSC level.

Assessment Tasks

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two weeks notice will be given to students via a “Notice of Assessment Task Form”. A sample of a “Notice of Assessment Task Form” is included in Appendix 8.a. All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

4. a. Completion of Assessment tasks

i) The Board of Studies expects students to undertake all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess to 50% of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).

ii) Every assessment task must be submitted with a cover sheet. (A copy of one is included in this booklet.) If the teacher is not available, then the task must be handed to the Head Teacher, Deputy Principal or Principal. The student must ensure that the teacher signs and dates the task to verify that it has been submitted on or before the due date.
iii) Assessment tasks such as essays, assignments, fieldwork reports etc which are to be completed in the student’s own time must be submitted on the due date or the task will incur a zero mark. Students are encouraged to make use of the extension process if they require extra time to complete a set task. (See appendix 8.d).

iv) For “in-school” assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. (See 4 (b) (i) below). If an assessment examination or in-class task is missed, a zero mark will be awarded automatically. Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.

v) If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. sporting excursion) the student must submit the task before going on the excursion. The due date is only the last day on which the task could be submitted.

vi) A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

vii) The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. The Board of Studies requires that these marks remain confidential.

It is not possible for a student or parent to add up the marks for the assessment tasks and average them to arrive at the final assessment mark. A process of adding weighted scores and moderation takes place for the final marks to be determined.

Students may request their final assessment ranking for individual subjects only after the final HSC examination for Boorowa is completed. They may not receive their total weighted assessment mark. This is Board of Studies Policy. (ACE Manual 11.13.16.c)

The school is not required to keep documentary evidence of work submitted by student’s e.g. test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student). If students are not satisfied with the outcome of this, they should discuss their concerns with the Head Teacher of that subject.

4. b. Absence from Assessment tasks

i) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student’s absence as early as possible. In the case of absence due to illness, a medical certificate is required. This notification must be confirmed in writing to the Principal.

ii) Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a “form for illness or misadventure” (found in the appendix 8.c) at the first
available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.

iii) Students seeking an extension must apply in writing no less than 3 school days prior to the task being due using the “Extension Request Form” (found in the appendix 8.d.). Individual cases will be considered by the class teacher, head teacher and the Principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

4. c. Misadventure
i) In cases of prolonged absences the assessment will be determined using completed tasks for that student only.
ii) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

4. d. Plagiarism and Malpractice
i) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.

4. e. Technological Failure
i) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student’s responsibility to back-up any work in progress, and keep a hard copy of the text.
ii) Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

4. f. Recognised Prior Learning
This applies particularly to students who are re-entering post compulsory education. Existing skills are recognised through the process of:
- credit transfer
- recognition of prior learning (RPL)
- recognition of current competencies (RCC)

Credit transfer and RPL/RCC refer to the acceptance of knowledge and skills held as a result of formal and informal training, work experience and/or life experiences. It is a way of giving students an opportunity to demonstrate their skills and understandings, taking into account when, where and how learning was undertaken. It is a process by which students can gain credit towards a qualification based on achievements.

RPL and PCC are based upon the following principles: competency, commitment, access, fairness and support. Students wishing to explore RPL, RCC or credit transfer, need to approach the Head Teacher in charge of the Vocational Education Course you are interested in to obtain the relevant forms and further advice on this process. [see Queanbeyan Vocational Education and Training Handbook].
4. g. Special (Disability) Provisions

i) Some students may have special HSC examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing ideas in writing. Disability Provision Application forms are available at the school. Students wishing to apply for disability provisions should see Mrs. Dwyer, Mrs. Valencic or any member of the executive.

ii) The deadline for special provisions applications is approximately early April.

iii) Should some other unexpected event or circumstances that will negatively affect a student’s performance in the HSC Examinations arise after the deadline, students or their parents should contact the school as there are special avenues for provisions for these incidents.

Examination Procedures

5. a. Conduct during the examinations

(i) You must follow the day-to-day rules of the school or institute where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course or non-award of a Higher School Certificate.

(ii) The presiding officer and examination supervisors are in charge of students:
   (a) when assembling before an examination;
   (b) during the examination; and
   (c) after the examination until all students have left.

(iii) You must follow the supervisors’ instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

(iv) You must not:
   (a) take a mobile phone or programmable watch or device into the examination room
   (b) take any electronic device including a digital media player into the examination room, unless approved by the Board of Studies
   (c) speak to any person other than a supervisor during an examination
   (d) behave in any way likely to disturb the work of any other student or upset the conduct of the examination
   (e) attend an examination while under the influence of alcohol or illegal drugs
   (f) take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
   (g) smoke in the examination room
   (h) eat in the examination room except as approved by the presiding officer, eg for diabetic students
(i) take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.

(v) If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the Board of Studies. The penalty may be cancellation of the course concerned, or of all courses, and as a consequence you may be ineligible for a Higher School Certificate.

(vi) If you do not make a serious attempt at an examination, you may not receive a result in that course and may not be eligible for the award of the Higher School Certificate. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to the Board’s attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

(vii) Actions which breach the examination rules and may also be illegal will be reported to the police.

Further information can be found on the NSW Board of Studies site: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/support-materials.html#hsc_rules_procedures

5. b. Equipment Checklist for Higher School Certificate Examinations

(i) When in the examination room, students must remove watches and place them in clear view on the examination table.

(ii) Mobile phones or other electronic communication devices must not be taken into the examination room.

(iii) Students may only take the equipment listed into the examination room. No other equipment is allowed. Students are expected to provide pens (black is recommended), pencils and erasers, and a ruler marked in millimetres and centimetres, for ALL EXAMINATIONS. Students may use a pencil sharpener and/or highlighter pen.

(iv) Any equipment brought into the examination room will be subject to inspection before the examination commences.

(v) It is the responsibility of the student to supply equipment that is in good working order. This includes calculators.

(vi) Equipment failure is not a ground for an appeal under misadventure provisions.

(vii) Supervisors will not be responsible for the safekeeping of any unauthorised material.

(viii) When answering multiple-choice questions on Answer Sheets, students should use black or blue pen.

(ix) Information about equipment for specific subjects can be found at the NSW Board of Studies site: http://www.boardofstudies.nsw.edu.au/manuals/equipment_list.html

Boorowa Central School HSC Assessment Schedule
Reviews and appeals

6. a. Reviews

Following the final HSC paper and after students have been given, on request, their final position in the school’s order of assessment list for each subject, a student may seek a review of his/her assessment only if his/her position differs significantly from expectations gained from the course assessment tasks. Note that any such review relates only to a student’s position in the group, not to any marks or grades awarded throughout the course.

6. b. Rights of Appeal

i) Students have access to an appeals process if they feel dissatisfied with the assessment process. All students have the right to have their appeal dealt with confidentially, fairly, promptly and without fuss. V.E.T. students also have the right to lodge an appeal against the assessment of their competency on the following grounds:

* the assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency;
* They were not informed, in advance, of the conditions and methods of assessment;
* The process was in some way discriminatory;
* They were ill at the time of assessment (this must be supported with a medical certificate).

ii) Difficulties over assessment should be approached informally at first with a view to resolving them through discussion. Formal appeals need to be based on identified problems with assessment process rather than an unsuccessful result.

iii) Appeals must be lodged in with the Principal within five (5) school days of the actual assessment. The appeal may result in:

* upholding or rejecting the appeal at any stage;
* interviewing any of the people involved in the assessment process;
* requesting another assessor to review the case;
* scheduling another assessment.

iv) All procedures and outcomes of the process will be fully documented and the students will be provided with copies.
v) If a student is still unhappy about an outcome of the appeal it will be referred to Queanbeyan Office of the Department of Education and Communities. Contact addresses for the relevant bodies may be found in appendix 8.h.

6. c. Complaint / Grievance Procedures

It is against the law for discrimination on the grounds of race, sex, marital status, disability, homosexuality or age to occur in a variety of areas. Boorowa Central School has developed very clear procedures relating to student complaints about discrimination. If any student has a complaint s/he should speak to any member of the executive.

**Work Health and Safety**

The NSW Work Health and Safety Act 2011 aims to protect the health, safety and welfare of people at work. It specifies general requirements which must be met at places of work in New South Wales. The provisions of the O.H.S. Act cover every place of work in NSW and apply to self employed people as well as employees and employers.

7. a. Employers

Employers must ensure the health, safety and welfare at work of their employees by:

- providing or maintaining equipment plant and systems of work that are safe and without risk to health;
- making arrangements for ensuring the safe use, handling, storage and transport of equipment and substances;
- providing information, instruction, training and supervision necessary to ensure the health and safety at work of employees;
- maintaining places of work under their control in a safe condition, providing and maintaining safe entrances and exits;
- providing and maintaining a working environment that is safe and without risks to health;
- providing available and adequate information about the use and care of equipment and any research and relevant tests of substances used at the place of work.

7. b. Employees

Employees must take reasonable care of the health and safety of others. Employees must cooperate with employers in their efforts to comply with occupational health and safety regulations.

V.E.T. students have many posters and pamphlets available in their training area and it is their responsibility to understand them.

While on work placement, clear emergency contact procedures have been established. If any student has concerns relating to Work Health and Safety issues he/she should discuss them politely with the employer. Students can get in touch with an emergency contact as listed on their workplace learning emergency procedures form and make them aware of the situation. It is unlawful to dismiss any employee for making a complaint about a health and safety issue.
Assessment Schedules

8. Summary of Assessment Schedules

**English Key Learning Area**
2 Unit Advanced English
2 Unit Standard English
2 Unit English Studies

**Mathematics Key Learning Area**
2 Unit Mathematics
2 Unit General Mathematics 1

**Science Key Learning Area**
2 Unit Chemistry
2 Unit Physics
2 Unit Primary Industries (Vocational Education & Technology Course)

**TAS Key Learning Area**
2 Unit Construction (Vocational Education & Technology Course)
2 Unit Hospitality Operations (Vocational Education & Technology Course)
2 Unit Information Technology (Vocational Education & Technology Course)
2 Unit Metals and Engineering (Vocational Education & Technology Course)
2 Unit Work Studies

**CPA Key Learning Area**
2 Unit Visual Art
2 Unit Visual Design

**PD/H/PE Key Learning Area**
2 Unit PD/H/PE
Course: 2 Unit Advanced English  
Teacher: Ms. Lehtis

**Course Description**

The Advanced English course consists of 120 hours of study. The HSC course requires completion of:

- **Common content**: 45 indicative hours
- **Electives**: 75 indicative hours.

The course has two sections:

**Section 1: Content common to the Standard and Advanced Courses.** Common content is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of study.

**Section 2: Electives:** Students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.

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**Task number** | **Time** | **Task description** | **Outcomes assessed** | **Component of the syllabus** | **Weighting %**
--- | --- | --- | --- | --- | ---
1 | T4 Wk 9 2014 | Creative writing (10) Viewing and Representing (5) & speaking (5) | H: 7, 8, 11, 12, 13 | Area of Study *Discovery* Prescribed text: The Tempest | 20

2 | T1 Wk 3 2015 | Portfolio: Reading (10) Writing (5) | H: 2, 3, 4, 6, 10, 13 | Area of Study *Discovery* Prescribed text: The Tempest | 15

3 | T1 Wk 10 | Viewing and Representing (10) Speaking (10) | H: 1, 5, 6, 7,9 | Module A: Comparative Study of Texts and Contexts Elective 2: *Intertextual Perspectives*– The Great Gatsby and Browning | 20

4 | T2 Wk 7 | Listening (15) Writing (5) | H: 2A, 4, 6, 11, 12A | Module B: Critical Study of Text - Speeches | 20

5 | T 3 Wk 3 | Trial HSC examination reading (5) writing (10) reading (10) | H: 1 - 11 | Area of Study (5) Module C: Representation and Text: Elective 1: *Representing People and Politics* The Crucible (20) | 25

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**Specific syllabus requirements regarding HSC assessment:**

- Components and their weightings are as follows:
  - Area of Study: 40%
  - Module A: 20%
  - Module B: 20%
  - Module C: 20%

- Modes to be assessed and their weighting are:
  - Listening: 15%
  - Viewing/Representing: 15%
  - Speaking: 15%
  - Reading: 25%
  - Writing: 30%

Examinations such as class tests, term tests and trials must not exceed 30% of the assessment program. The percentages allocated to each syllabus component must be maintained.

Individual tasks should not be worth less than 10% or more than 30% of the total assessment.
## Course Description

The Standard English course consists of 120 hours of study. The HSC course requires completion of:

- **Common content**: 45 indicative hours
- **Electives**: 75 indicative hours.

The course has two sections:

**Section 1: Content common to the Standard and Advanced Courses.** Common content is undertaken through a unit of work called an Area of study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of study.

**Section 2: Electives:** Students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.

### Task number | Time | Task description | Outcomes assessed | Component of the syllabus | Weighting %
---|---|---|---|---|---
1 | T4 Wk 9 2014 | Creative writing (10) Viewing and Representing (5) & speaking (5) | H: 7, 8, 11, 12, 13 | Area of Study Discovery Prescribed text: Go Back to Where You Came From | 20 |
2 | T1 Wk 3 2015 | Portfolio: Reading (10) Writing (5) | H: 2, 3, 4, 6, 10, 13 | Area of Study Discovery Prescribed text: Go Back to Where You Came From | 15 |
3 | T1 Wk 10 | Viewing and Representing (10) Speaking (10) | H: 1, 5, 6, 7, 9 H1, 2, 3, 4, 6, 8, 10 | Module A: Experience through Language: Elective 1: Distinctly Visual Henry Lawson | 20 |
4 | T2 Wk 7 | Listening (15) Writing (5) | H: 2, 4, 6, 11, 12 | Module B: Close Study of Text Poetry of Wilfred Owen | 20 |

### Specific syllabus requirements regarding HSC assessment:

- **Area of Study 40%**
- **Module A 20%**
- **Module B 20%**
- **Module C 20%**

- **Modes to be assessed and their weighting are:**
  - Listening 15%
  - Viewing/Representing 15%
  - Speaking 15%
  - Reading 25%
  - Writing 30%

Examinations such as class tests, term tests and trials must not exceed 30% of the assessment program. The percentages allocated to each syllabus component must be maintained.

Individual tasks should not be worth less than 10% or more than 30% of the total assessment.
**Course Description**

*English Studies* addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course. It is designed to address the needs of students who wish to proceed directly to employment or vocational training following the HSC.

The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

The aim of *English Studies* is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

<table>
<thead>
<tr>
<th>Task number</th>
<th>Time</th>
<th>Task description</th>
<th>Outcomes assessed</th>
<th>Component of the syllabus</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T4 W9 2014</td>
<td>Speech/presentation Mandatory Module: We are Australians</td>
<td>1.1, 2.3, 3.1, 3.2</td>
<td>- develop knowledge and understanding of various forms of texts</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- develop knowledge and skills in using language</td>
<td></td>
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<tr>
<td>2</td>
<td>T1 W9 2015</td>
<td>Report of Group Task Module 1: TBA</td>
<td>3.1, 3.2, 4.1, 4.2</td>
<td>- develop knowledge and skills in using language for a range of purposes and audiences</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- develop skills in planning and working individually and collaboratively</td>
<td></td>
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<tr>
<td>3</td>
<td>T2 W5</td>
<td>Listening Task Module 2: TBA</td>
<td>2.1, 2.2, 2.3</td>
<td>- develop knowledge and skills in using language</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>T3 W4</td>
<td>Representation Module 3: TBA</td>
<td>1.1, 1.2, 1.3, 1.4</td>
<td>- develop knowledge and understanding of various forms of texts</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>T3 W5</td>
<td>Writing portfolio – selection of student work</td>
<td>1.1 – 3.2</td>
<td>- develop knowledge and understanding of various forms of texts</td>
<td>25</td>
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<td></td>
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<td></td>
<td>- develop knowledge and skills in using language for a range of purposes and audiences</td>
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**Assessment components and weightings**

There should be a balance between the assessment of:
- knowledge and understanding outcomes and course content and
- skills outcomes and content, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop skills in reading, listening and viewing and in writing, speaking and representing.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.</td>
<td>25</td>
</tr>
<tr>
<td>Students will develop skills in planning and working individually and collaboratively.</td>
<td>15</td>
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</tbody>
</table>

At least one assessment task must be derived from formal examinations.
## Course Description

The 2 Unit course is intended to give these students an understanding of and competence in some further aspects of mathematics which are applicable to the real world. The course has general educational merit and is also useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

<table>
<thead>
<tr>
<th>Task number</th>
<th>Time</th>
<th>Task description</th>
<th>Outcomes assessed</th>
<th>Component of the syllabus</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4, 2014</td>
<td>Examination: Probability, Series and Applications</td>
<td>3.1–3.3, 7.1–7.3, 7.5</td>
<td>Concepts, skills &amp; techniques 50% Reasoning &amp; communication 50%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Week 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Term 1, 2015</td>
<td>Half Yearly Examination: Geometrical applications of Differentiation and Integration</td>
<td>10.1–10.8, 11.1–11.4, 2.5, 6.8</td>
<td>Concepts, skills &amp; techniques 50% Reasoning &amp; communication 50%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Week 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Term 2, 2015</td>
<td>Research Task: Logarithmic, exponential and trigonometric functions + revision material</td>
<td>13.1–13.6, 13.7, 12.1–12.5 + mixed revision of previous outcomes.</td>
<td>Concepts, skills &amp; techniques 50% Reasoning &amp; communication 50%</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Week 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Term 3, 2015</td>
<td>Trial HSC: Applications of calculus to the physical world + revisions material</td>
<td>14.1–14.3 + mixed revision of previous outcomes.</td>
<td>Concepts, skills &amp; techniques 50% Reasoning &amp; communication 50%</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100%
### Course Description

The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Note: As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and no formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

<table>
<thead>
<tr>
<th>Time</th>
<th>Task description</th>
<th>Outcomes assessed</th>
<th>Component of the syllabus</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 4 Wk 8 2014</td>
<td>Investigation - Statistics</td>
<td>MG1H-1</td>
<td>Knowledge and Understanding 50% Skills 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T 1 Wk 3 2015</td>
<td>Take home task - Area and Volume</td>
<td>MG1H-4</td>
<td>Knowledge and Understanding 50% Skills 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T1 Wk 7</td>
<td>In class Task - Mathematics and Design</td>
<td>MG1H-3</td>
<td>Knowledge and Understanding 50% Skills 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>T2 Wk 4</td>
<td>Take Home Task - Mathematics &amp; Human Body</td>
<td>MG1H-1</td>
<td>Knowledge and Understanding 50% Skills 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MG1H-9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T3 Wk 3</td>
<td>Trial Exam</td>
<td>MG1H-1 to 10 inclusive</td>
<td>Knowledge and Understanding 50% Skills 50%</td>
</tr>
</tbody>
</table>

100%
<table>
<thead>
<tr>
<th>Course</th>
<th>2 Unit Chemistry</th>
<th>Teacher</th>
<th>Mr Ealing (supervisor/support)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is delivered remotely from Crookwell High School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will advise students regarding the specifics of assessment for this course.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Course Description

The HSC course is divided into three core topics of:
- Space
- Motors and Generators
- Ideas to Implementation

Students also study the option topic: Medical Physics OR Quantum to quarks - To be decided

### Table: HSC Assessment Schedule

<table>
<thead>
<tr>
<th>Task no.</th>
<th>Time</th>
<th>Outcomes assessed</th>
<th>Task Description</th>
<th>Areas of Learning</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 4Wk 7 2014</td>
<td>H2, H11, H12, H13, H14</td>
<td>Space secondary data assessment task</td>
<td>1,2,3</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>T1Wk 6 2015</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14</td>
<td>Half Yearly Examination</td>
<td>1,3,4,5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>T2Wk 5 2015</td>
<td>H2, H11, H12, H13, H14</td>
<td>First-hand Investigation Motors and Generators</td>
<td>2,3,5</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>T 2Wk 7 2015</td>
<td>H1, H2, H3, H5, H7, H8, H9, H10, H13, H1, H16</td>
<td>Research Assignment</td>
<td>1,3,4,5</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>T3 Wk 3 2015</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14</td>
<td>Trial HSC Examination</td>
<td>1,3,4,5</td>
<td>25</td>
</tr>
</tbody>
</table>

**Specific syllabus requirements regarding assessment:**

Components and their weightings are as follows:

**Areas of Learning**
1. Understands Knowledge and key concepts and applies to related models theories and laws
2. Uses Scientific Method to explain investigations and presents data in appropriate form
3. Uses appropriate reporting styles to communicate the history and understanding of Chemistry
4. Links concepts to society and own experiences
5. Evaluates accuracy and reliability of practical and theoretical investigations

No more than 50% weighting may be allocated to examinations and topic tests (tasks 2 and 5)
A minimum of 30 % weighting must be allocated to tasks that assess students’ ability to conduct first-hand investigations and communicate information and understanding based on these investigations (Tasks 1 and 3)
<table>
<thead>
<tr>
<th>Course</th>
<th>2 Unit Primary Industries</th>
<th>Teacher</th>
<th>Mr. Beadman</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of this course is to provide students with the opportunity to gain knowledge and skills to enable the individual to be competent in a range of activities and functions in a defined context within a primary industries setting. Students will be able to gain skills in the production and care of livestock and/or plants, safety, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock attendant/stockperson, horticultural assistant and farmer/farm manager.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a competency based course. This requires the students to develop competencies, skills and knowledge described by each unit of competency. Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasks which may be used to assess competency may include practical exercises, research assignments, projects, class exercises and unit tests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end of each course, each student will receive a Statement of Attainment which outlines the modules and competencies achieved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a mandatory 35 hour work placement component which the students must undertake.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students must tell Mrs. Valencic &amp; Mr. Beadman of their intention to either sit or not sit the HSC Examination by: <strong>Week 8 Term 1. If a student intends to obtain an ATAR, s/he must sit the HSC examination.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Board of Studies requires that an estimated exam mark be submitted for every student who is sitting the HSC exam in this subject. Therefore, all students will sit a written exam in this subject during the Trial HSC exam period.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>2 Unit Construction</td>
<td></td>
<td></td>
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<tr>
<td>--------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Mr. Daniels</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

This course provides students with the opportunity to obtain a national vocational qualification in the construction industry. Students will be able to gain skills in safe work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include construction or trades assistant, builder’s labourer, tiler, concreter, painter and decorator and wall or floor tiler.

This is a competency based course. This requires the students to develop competencies, skills and knowledge described by each unit of competency. Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

Tasks which may be used to assess competency may include practical exercises, research assignments, projects, class exercises and unit tests.

At the end of each course, each student will receive a Statement of Attainment which outlines the modules and competencies achieved.

There is a mandatory 35 hour work placement component which the students must undertake.

Students must tell Mrs. Valencic & Mr. Daniels of their intention to either sit or not sit the HSC Examination by: **Week 8 Term 1. If a student intends to obtain an ATAR, s/he must sit the HSC examination.**

The Board of Studies requires that an estimated exam mark be submitted for every student who is sitting the HSC exam in this subject. Therefore, all students will sit a written exam in this subject during the Trial HSC exam period.
<table>
<thead>
<tr>
<th>Course</th>
<th>2 Unit Hospitality Operations</th>
<th>Teacher</th>
<th>Mrs Southwell</th>
</tr>
</thead>
</table>

Course Description

Hospitality (Multi-skilling) lies within the Hospitality Curriculum Framework. The purpose of the course is to provide students with basic skills and knowledge as preparation for entry-level employment in the hospitality environment.

The course is comprised of six compulsory or core units of competency and six units of competency from the Food and Beverage and Commercial Cookery Strand.

This is a competency based course. This requires the students to develop competencies, skills and knowledge described by each unit of competency. Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

Tasks which will be used to assess competency may include practical exercises, research assignments, projects, class exercises and unit tests.

Successful completion of all of the units of competency will result in the award of the AQF Certificate I in Hospitality (Multi-skilling). At the end of the course, each student will receive a Statement of Attainment outlining the competencies achieved.

There is a mandatory 35 hour work placement component which the students must undertake.

Students must tell Mrs. Valencic & Mrs Southwell of their intention to either sit or not sit the HSC Examination by: Week 8 Term 1. If a student intends to obtain an ATAR, s/he must sit the HSC examination.

The Board of Studies requires that an estimated exam mark be submitted for every student who is sitting the HSC exam in this subject. Therefore, all students will sit a written exam in this subject during the Trial HSC exam period.
<table>
<thead>
<tr>
<th>Course</th>
<th>2 Unit Information Technology</th>
<th>Teacher</th>
<th>Mr. Daniels</th>
</tr>
</thead>
</table>

**Course Description**

This course is based on units of competency which have been developed by the information and technology industry to describe the competencies, skills and knowledge required by workers who use information technology.

Students work on developing a range of skills required to prepare them to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, and the efficient use of a range of software application packages, essential hardware management and occupational health and safety competencies. This course includes the foundation units for the award of the AQF Certificate II in Information Technology.

This is a competency based course. This requires the students to develop competencies, skills and knowledge described by each unit of competency. Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

Tasks which may be used to assess competency may include practical exercises, research assignments, projects, class exercises and unit tests.

At the end of each course, each student will receive a Statement of Attainment which outlines the modules and competencies achieved.

There is a mandatory 35 hour work placement component which the students must undertake.

Students must tell Mrs. Valencic & Mr. Daniels of their intention to either sit or not sit the HSC Examination by: **Week 8 Term 1. If a student intends to obtain an ATAR, s/he must sit the HSC examination.**

The Board of Studies requires that an estimated exam mark be submitted for every student who is sitting the HSC exam in this subject. Therefore, all students will sit a written exam in this subject during the Trial HSC exam period.
Boorowa Central School
Excellence through Respect, Responsibility and Participation

<table>
<thead>
<tr>
<th>Course</th>
<th>2 Unit Metals and Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Mr. Blomfield</td>
</tr>
</tbody>
</table>

**Course Description**

This subject concentrates on developing the basic “skills” (competencies) that are required for a career in the engineering field.

The course includes all foundation units for the award of the AQF Certificate I in Metal and Engineering. In addition students have the opportunity to complete 24 industry points by completing units of study in a range of competencies.

This is a competency based course. This requires the students to develop competencies, skills and knowledge described by each unit of competency. Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

Tasks which will be used to assess competency may include practical exercises, research assignments, projects, class exercises and unit tests.

At the end of each course, each student will receive a Statement of Attainment which outlines the modules and competencies achieved.

There is a 35 hour mandatory work placement component which the students must undertake.

Students must tell *Mrs. Valencic & Mr. Blomfield* of their intention to either sit or not sit the HSC Examination by: **Week 8 Term 1. If a student intends to obtain an ATAR, s/he must sit the HSC examination.**

The Board of Studies requires that an estimated exam mark be submitted for every student who is sitting the HSC exam in this subject. Therefore, all students will sit a written exam in this subject during the Trial HSC exam period.
Boorowa Central School  
Excellence through Respect, Responsibility and Participation

<table>
<thead>
<tr>
<th>Course</th>
<th>2 Unit Work Studies</th>
<th>Teacher</th>
<th>Mrs Dwyer</th>
</tr>
</thead>
</table>

Course Description

Work Studies will assist students to recognize the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will help develop students’ skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Work Studies will include a placement in a work place.

Note: As for other Content Endorsed Courses, the HSC Work Studies course will be subject to internal assessment only, and no formal examination at the HSC. Also, the two units of study for the Work Studies course cannot be counted in the 10 units required for the calculation of an ATAR.

<table>
<thead>
<tr>
<th>Task number</th>
<th>Time</th>
<th>Task description</th>
<th>Outcomes assessed</th>
<th>Component of the syllabus</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T4 Wk 8 2014</td>
<td>Workplace Report</td>
<td>H 1, 2, 3</td>
<td>Knowledge &amp; understanding Skills</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>T 2 Wk 3 2015</td>
<td>Presentation Core 2 Study on Work place</td>
<td>H 4, 5, 6, 9</td>
<td>Knowledge &amp; understanding Skills</td>
<td>30</td>
</tr>
</tbody>
</table>
| 3**         | T1 Wk 9  
T3 Wk 5 | Work placement booklet Year 12 | H 7, 8 | Knowledge & understanding Skills | 40          |

** Please note Task number 3 has 2 dates for collection

Boorowa Central School  HSC Assessment Schedule
Boorowa Central School  
Excellence through Respect, Responsibility and Participation

<table>
<thead>
<tr>
<th>Task number</th>
<th>Time</th>
<th>Task description</th>
<th>Outcomes assessed</th>
<th>Component of the syllabus</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T4 Wk8 2014</td>
<td>Body of Work idea and lead up work in VAPD &amp; artworks, oral presentation</td>
<td>H:1-6</td>
<td>ARTMAKING: Including Conceptual Framework, Frames and Practice</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>T1 Wk6 2015</td>
<td>Half yearly examination</td>
<td>H: 7-10</td>
<td>ART CRITICISM/ART HISTORY: Frames, Conceptual Framework and Practice</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>T3 Wk3 2015</td>
<td>Trial HSC examination</td>
<td>H: 7-10</td>
<td>ART CRITICISM/ART HISTORY: Including Conceptual Framework, Frames and Practice</td>
<td>20%</td>
</tr>
</tbody>
</table>

Specific syllabus requirements regarding HSC assessment:

Components of this course and their weightings are:

50% art-making (Body of Work)  
50% Art Critical and Art Historical
## Course

<table>
<thead>
<tr>
<th>Course</th>
<th>2 Unit Visual Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Miss Packwood</td>
</tr>
</tbody>
</table>

## Course Description

This design course provides students with the opportunities to exploit and make use of the links between art and design, by designing and making images and objects in which the aesthetic qualities and symbolic meanings are as important as utilitarian function. Students are encouraged to explore the practices of graphic design, wearables, products and packaging, interior/exterior design in the making of their own individual design project.

## Task Number | Time       | Task Description             | Outcomes assessed | Component of the syllabus | Weighting |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T4 Wk9 2014</td>
<td>Design Task-1st Module</td>
<td>DM 1-6</td>
<td>Designing and Making</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>T1 Wk 7 2015</td>
<td>Research Task</td>
<td>CH1-4</td>
<td>Critical and Historical</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>T2 Wk8 2015</td>
<td>Design Task-2nd Module</td>
<td>DM1-6</td>
<td>Designing and Making</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>T2 Wk9 2015</td>
<td>Research Task</td>
<td>CH1-4</td>
<td>Critical and Historical</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>T3 Wk 5 2015</td>
<td>Design Task- 3rd Module</td>
<td>DM1-6</td>
<td>Designing and Making</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Specific syllabus requirements regarding HSC assessment:

- Components and their weightings are as follows:
  - 70% Designing and Making (practical)
  - 30% Critical and Historical (theory)
## Course Description

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

### Core Topics (60%)
- Health Priorities in Australia
- Factors Affecting Performance

### Optional Component (40%)

Students select **two** of the following options:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

## Assessment Schedule

<table>
<thead>
<tr>
<th>Task number</th>
<th>Time</th>
<th>Task description</th>
<th>Outcomes assessed</th>
<th>Component of the syllabus</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 10 2014</td>
<td>Core 1 Research Paper</td>
<td>H2, H3, H4, H15, H16</td>
<td>Factors that affect health. Influence over personal &amp; community health outcomes. Apply the skills of critical thinking, research and analysis.</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 6 2015</td>
<td>Half Yearly Exam</td>
<td>H1 - H18</td>
<td>Factors that affect personal and community health. Knowledge and understanding about body movement and improving physical performance. Apply the skills of critical thinking, research and analysis.</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 10</td>
<td>Research Paper</td>
<td>H2, H3, H5, H14 &amp; H15</td>
<td>Factors that affect health. Influence over personal &amp; community health outcomes. Apply the skills of critical thinking, research and analysis.</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 3</td>
<td>Trial HSC Exam</td>
<td>H1 – H18</td>
<td>Factors that affect personal and community health. Knowledge and understanding about body movement and improving physical performance. Apply the skills of critical thinking, research and analysis.</td>
<td>30%</td>
</tr>
</tbody>
</table>

100%
Appendix 9.a:

Assessment notice – HSC Courses
All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

<table>
<thead>
<tr>
<th>Task Number: (according to the assessment schedule)</th>
<th>Task weighting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus component:</td>
<td></td>
</tr>
<tr>
<td>Syllabus outcomes being assessed:</td>
<td></td>
</tr>
<tr>
<td>Description of task:</td>
<td></td>
</tr>
<tr>
<td>Marking outline/ Schedule:</td>
<td></td>
</tr>
</tbody>
</table>

See your teacher or Head teacher if you are not getting this information.
Appendix 9. b.

Assessment Task Cover Sheet

BOOROWA CENTRAL SCHOOL

ASSESSMENT TASK COVER SHEET

COURSE:

STUDENT NAME:

DATE DUE:

ASSESSMENT TITLE/QUESTION:

NUMBER OF PAGES (not including cover sheet):

DATE SUBMITTED: .... / .... / ....

........................................................................
  (signed by teacher, HT, DP or P)

STUDENT RECEIPT:
(complete items 1, 2 & 3, have receipt signed, detach when handing in task)

On (1) ........................................... (date), an assignment for (2) ..........................................................

........................................................................ (course) was handed to ..............................................

By me (3) ......................................................... (student).

SIGNED: .......................................................... (teacher)
Appendix 9.c:

Form for illness/ misadventure affecting an Assessment task

<table>
<thead>
<tr>
<th>Course:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Task weighting:</td>
</tr>
</tbody>
</table>

I, ____________________________, hereby apply for consideration of the following factor/s which affected my performance in this assessment task, or unexpected absence from an Assessment Task conducted at the school: (Documentary evidence from parent/ doctor should be attached, except in exceptional circumstances)

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student’s signature: ___________________________ date: ___/___/___

Parent/Guardian’s signature: ___________________________ date: ___/___/___

**Recommendation of the faculty:**

Teacher Signature: ___________________________ date: ___/___/___ HT Signature: ___________________________ date: ___/___/___

**Principal’s decision:** I have noted the above request and have taken the following action:

a) Late penalty to apply
b) Original Task to be undertaken
c) Substitute task to be given
d) Estimate to be given
e) Zero mark to be recorded
f) Non- attempt to be recorded
g) Other as specified Signature: ___________________________ date: ___/___/___
Appendix 9.d:

Form for requesting an extension for an Assessment task

<table>
<thead>
<tr>
<th>Course:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Task weighting:</td>
</tr>
<tr>
<td>Date task notification given:</td>
<td>Date task due:</td>
</tr>
</tbody>
</table>

I, ______________________________, hereby apply for an extension of time for the above mentioned task.

Reason for request of extension:
(Documentary evidence form parent/ doctor should be attached, except in exceptional circumstances.)

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

In applying for this extension, I assure the Principal that I am not seeking an unfair advantage over other students in this course.

Student’s signature: __________________________ date: ___/___/___

Parent/Guardian’s signature: __________________________ date: ___/___/___

Recommendation of the faculty:

Signature: __________________________ date: ___/___/___
HT Signature: __________________________ date: ___/___/___

Principal’s decision:

I have noted the above request and HAVE / HAVE NOT granted an extension of time.

Your extension is limited to: _____ days and is now due in on: _____________ the ___/___/___

Signature: __________________________ date: ___/___/___
Appendix 9.e:

Form for notifying the award of zero marks for an assessment task

Mr. & Mrs. .....  
..........  
BOOROWA  2586

Dear Mr. & Mrs. .......,  

re: Zero Mark Awarded in an HSC Assessment Task

<table>
<thead>
<tr>
<th>Course:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td></td>
</tr>
<tr>
<td>Date of Task:</td>
<td>Task weighting: %</td>
</tr>
</tbody>
</table>

I am writing to inform you that ..........’s assessment task has been given a score of zero as a result of:

- Proven cheating in an Assessment task
- Absence from an Assessment task without a valid reason
- Non-submission of an Assessment task
- Non-serious attempt at an Assessment task
- Significantly interfering with other students completing an Assessment task.

I am concerned that this result affects ............... results. Please contact me if you would like to discuss this matter.

Yours sincerely,

J. Green  
Principal

..... / ........ /.......  

Please complete and return this section to the Head Teacher or Principal

I have noted the above action taken in regards to ................................ assessment task in ...............................................

I wish/do not wish to make an appointment with his teacher/principal to discuss this matter.

.................................................................  
Parent/Caregiver signature
Warning letter – unsatisfactory completion of a HSC course

Dear Mr. and Mrs.  

I am writing to advise you that your son/daughter ……………… is in danger of not meeting the Course Completion Criteria for the HSC 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 ……. the official warning we have issued concerning…………

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-completing of course) determination. An “N” determination will mean that the course will not be listed on the student’s Higher School Certificate.

To date, …. has not satisfactorily met…….* (see below) of the Course Completion Criteria.

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

<table>
<thead>
<tr>
<th>Task Name/ course requirement/Course outcome</th>
<th>Date task initially due</th>
<th>Action required by student</th>
<th>Date to be completed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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

Yours sincerely

Class teacher/Head teacher  

Principal

* 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

Boorowa Central School  HSC Assessment Schedule
Appendix 9.g:

## A Glossary of Key Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for, state reasons for, report on. Give an account of: narrate a series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Examine to identify the important features / components and the relationship between them: draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, employ in a particular situation</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgement about the value, quality, outcomes or results or size</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertain / determine from given facts, figures or information</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or lain</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/ categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make: build put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Critically</td>
<td>Add a degree or level of accuracy, depth, knowledge and understanding, logic, analyse/evaluate question, reflection and quality to (analysis/evaluation)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
</tr>
<tr>
<td>Define</td>
<td>State the meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by examples</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/ or against</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise or note/ indicate as being distinct or different from: to note differences between</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgment based on criteria: determine the value of</td>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect: make the relationship between things evident: provide why and/or how</td>
</tr>
<tr>
<td>Extract</td>
<td>Choose relevant and / or appropriate details</td>
</tr>
<tr>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms: indicate the main features</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based in available information</td>
</tr>
<tr>
<td>Propose</td>
<td>Put forward(for example a point of view, idea, argument, suggestion) for consideration or action</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>
Appendix 9.h:

Contact details for the school and avenues of appeal and information.

| Boorowa Central School | Pudman St  
Boorowa, 2586 | Principal | Ms Jenny Green |
|------------------------|------------|-------------|----------------|
|                        | Ph (02) 6385 3009  
Fx (02) 6385 3409 | Deputy Principal | Mrs. Debbie Valencic |
|                        | Head Teachers | Ms Heidi Lehtis  
Mr. Stewart Blomfield  
Mr. Huck Walker |
|                        | Year 12 Year Advisor | Miss Justina Baumann |
|                        | Careers Advisor | Mrs. Sue Dwyer |
|                        | VET advisor | Mr. Stewart Blomfield |

| Queanbeyan School Education Area Office | Level 1  
City Link Plaza  
24-36 Morisset St  
Queanbeyan 2620 | Reception will connect you to the person best able to answer your query or concern. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Ph 13 15 36</td>
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<tr>
<td></td>
<td>Fx (02) 6299 0412</td>
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| Board of Studies Liaison Officer | Mrs Lindy Billing  
PO Box 478  
Wagga Wagga |                                                |
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<tr>
<td></td>
<td>Ph (02) 6937 3889</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fx (02) 6937 3809</td>
<td></td>
</tr>
</tbody>
</table>

| Board of Studies Disability Provisions Section | GPO Box 5300  
Sydney NSW 2001 | Reception will connect you to the person best able to answer your query or concern. |
|-----------------------------------------------|-----------------|------------------------------------------------|
|                                               | Ph (02) 9367 8325  
(02) 9367 8381  
Fx (02) 9367 8482 |                                                |
### Calendar of Assessment Schedules

**Term 4 2014**

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<tr>
<td>7 Physics Task 1</td>
<td>8 Mathematics Task 1</td>
<td>General Maths Task 1</td>
<td>Work Studies Task 1</td>
<td>Visual Art Task 1</td>
<td>9 Advanced English Task 1</td>
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**Term 1 2015**

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<td>7 Physics Task 2</td>
<td>Visual Art Task 2</td>
<td>PDHPE Task 2</td>
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<tr>
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<td>Standard English Task 2</td>
<td>General Maths Task 2</td>
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<td>Work Studies Task 3 #1</td>
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<td>10 Advanced English Task 3</td>
<td>Standard English Task 3</td>
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**Term 2 2015**

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<tbody>
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<td>6 Advanced English Task 4</td>
<td>Standard English Task 4</td>
<td>Physics Task 4</td>
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<td>7 Visual Design Task 3</td>
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<td>8 Mathematics Task 3</td>
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**Term 3 2015**

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<td>3 Trial HSC exams</td>
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