



Bingara Central School



Stage 6 Higher School Certificate Assessment Schedule 2020

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*Teachers will endeavour to respond to any emails within 1-2 days.

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Information for Senior Students and Parents/Caregivers

Bingara Central School is a progressive school with responsive leadership and highly motivated staff who work together to provide a caring and challenging learning environment that will allow every student to achieve their personal best. We aim to ensure that our students are provided with a wealth of opportunities so they can experience success in academic, sporting, cultural and vocational pursuits.

The purpose of this booklet is to outline the assessment policy of Bingara Central School's Higher School Certificate. If you have any concerns, you can talk to the student's subject teacher or Year Adviser, Robyn Gasson.

Bingara Central School offers a compressed mode of Preliminary and HSC delivery, where students in Year 11 will study 3 subjects, starting in Term 4, Week 6 of Year 10. Students will complete their Preliminary Studies by Term 1, Week 10 (completing 120 hours of study). They will commence their HSC studies and finish in Term 3, Week 10. Students then sit their HSC exams in their subjects during Term 4. Students return to school in Term 4, Week 6 to commence their next 3 Preliminary subjects.

"Students studying Preliminary and HSC courses must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark." (NESA - New South Wales Education Standard Authority)

Patterns of Study

To qualify for the Higher School Certificate, you must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- At least 6 units of Board Developed Courses
- At least 2 units of a Board Developed Course in English
- At least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)
- At least four subjects across different Key Learning Areas.

What is Assessment?

The New South Wales Education Standards Authority (NESA) defines assessment as “the process of identifying, gathering and interpreting information about students’ learning”. Assessment is a vital part of the teaching and learning program and is used to:

- provide feedback to students
- provide diagnostic information for teachers
- report progress to parents.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course, students will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about the student’s learning.

How do I Successfully Complete a HSC or Preliminary course?

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:

- followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Late Submission or Non-Completion of an Assessment Task

What If I fail to submit a task?

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If you fail to submit an assessment task, then you will receive an N-Determination Letter for that assessment task.

What if I have a valid reason for being unable to submit an assessment task?

You must approach your teacher or Head Teacher and provide your details in writing. You or your teacher may need to fill in the Illness and Misadventure form. (Attached at the back of this booklet). Your parent or caregiver must sign this note. These details will

be discussed with the Principal and given an outcome. If this is agreed upon by the Principal, a time extension may be granted or an alternative task.

What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

What happens if I know I am going to be absent for an assessment task?

You should notify your teachers at your earliest convenience in writing, where possible. Depending on your circumstance, you may need to fill in the Illness/Misadventure form, found at the back of this booklet. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases. If you are absent for unjustified reasons, such as going on a holiday, you will receive a zero for the task, unless you can submit your task earlier.

What happens if I am unable to sit for an examination?

If you are going to be absent from an examination (Midcourse or Trial HSC Examinations) you must notify your class teacher, the Head Teacher, your Year 11/12 Student Adviser, to make arrangements to sit for the examination(s) at a later date.

If you are sick, it is necessary to contact the school immediately. A Medical Certificate may be required to cover an absence from an examination. You must complete the 'Student Appeal Form' as soon as you return to school after your absence. (This form is found at the back of this booklet).

If you are sick prior to or during the HSC examination period, you must obtain a Medical Certificate and contact the school to obtain a NESAs 'Illness and Misadventure' Appeal Form.

Will my parents or caregiver be informed of any non-attempt?

Yes, they will. Any such communication, including official warnings given to you, will be maintained as records.

Will my general behaviour throughout the year be taken into account for assessment purposes?

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that “students apply themselves with diligence and sustained effort.”

Are there specific behaviours which will affect my assessment?

Yes, any of the following actions will incur a zero mark for any assessment task:

- (a) cheating during an assessment task;
- (b) copying from another student and claiming that work as your own;
- (c) presenting an assignment which is clearly not your own work, which includes work completed by another individual on your behalf;
- (d) allowing other students to copy your work;
- (e) copying material with no due acknowledgement;
- (f) disrupting an assessment task; and/or
- (g) truancy or absence from an assessment task without providing a satisfactory explanation.

What if I don't make a serious attempt at an assessment task?

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language or insufficient evidence of the student's own work. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

How much warning will I get for each assessment task?

A minimum of two (2) weeks' notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks.

The published dates in this book should not be altered by a teacher without you being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule. You will be required to sign a *Notification of Change to an Assessment Task*. (This is found at the back of this booklet)

What if I am absent when assessment information is given out?

It is your responsibility to talk to your teacher immediately on your return to ensure you have any missed subject information. By constantly checking your diary and the assessment schedule of courses in this booklet, you will be alerted to upcoming tasks which will prompt this action.

What happens if a teacher wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be notified to the students in that course before it is changed.

What feedback will I be given on my performance?

In Preliminary assessment tasks, you will be awarded a grade. In the HSC course, you will be given a mark. You will additionally be given teacher feedback. It is expected that you read this feedback as ways to improve your knowledge, performance and skill.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment to your classroom teacher, during normal class time or at the time specified by the class teacher.

What is Malpractice?

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to an inaccurate representation of the student's grades.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person's work without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own

- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- disrupting an assessment task in any way
- cheating
- assisting others to cheat
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.

How many assessment tasks will I receive per course?

To reduce excessive stress and allow more time for teaching and learning, school-based assessment tasks will be capped at three per course in Year 11 and four per course in Year 12 (including the HSC trial examination).

Examinations

What are the rules for, and behavioural conduct in an examination?

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 aids specified. A list of specified aids, if any, will be issued to you before the examination
- not cheat, copy or plagiarise from textbooks, the Internet or prepared materials
- not take mobile phones or any other electronic devices into the examination room.

It is required for all students to sit their examination. Failure to sit an examination is assessable, may result in a non-attempt or failure to complete an assessment task. If a student cannot attend an examination because of illness or misadventure they must

notify Bingara Central School and the respective teacher/s immediately. Students should never risk harm in order to attend an examination, or attend an examination against medical advice.

Students must obtain documentary evidence generally on the day of the exam to support the illness/misadventure application. If a student did not sit the exam, this evidence must indicate why the student was unable to attend.

N-Determination

What is an N-Determination?

Principals have the authority to stipulate whether students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs.

An N-Determination is the failure to meet the requirements of a course. Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

On the recommendation of the school, NESAs can N-Determine a student in a course. In effect, the N-Determination results in a non-award for the course. If the course is compulsory, for example as English is for the HSC, then the student fails to qualify for the HSC. If a student needs 10 units to qualify for the HSC and a student is N-determined in one 2 unit course, then the student fails to qualify for the HSC. The process also applies to RoSA and Preliminary courses.

Why is there an N-Determination process?

The N-Determination is designed primarily to promote and strengthen the care the school can provide for students in the ROSA, Preliminary and Higher School Certificate years. It is aimed at providing positive encouragement for students to enhance their learning outcomes. The process has been created to provide opportunities for the examination of "at risk" students' problems and to seek solutions. The timing, nature and frequency of the N-Determination procedures are designed to retrieve "at risk" students rather than trying to exclude them.

Will I get notification, before I am issued an N-Determination?

Yes, if you are in danger of not meeting the course requirements you will be issued in writing an N-Letter. This N-Determination Letter will be sent home to inform your parent/s or caregiver. You can be issued an N-Determination Letter if you have not;

- followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- achieved some or all or of the course outcomes.

What if I receive an N-Determination Letter?

Students will receive a notification of concern from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it. The school can issue at least one follow-up warning letter if the first letter is not effective.

What if I have reoccurring absences?

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

Vocational Education and Training (VET) Subjects

VET courses are described in terms of their HSC indicative hours rather than their HSC unit value. One HSC unit of study comprises 60 indicative hours. A HSC VET courses are stand-alone courses and are not specified as Preliminary or HSC courses. HSC VET course may be delivered in one year or over more than one year.

Assessment in VET subjects is based on your demonstrated competency. Assessment is continual and ongoing and does not have specific assigned dates. All tasks you attempt may be used to assess your competency.

The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms. This will mean that for VET courses normal assessment procedures will not always apply. Whilst assessment is ongoing, two weeks written notice will be given for major assessment tasks.

Students can apply for Recognition of Prior Learning (RPL) for units of competency or work placement. They will need to see their teachers for the correct forms. Your teachers will assist in completing the paperwork.

VET Frameworks Courses (Category B)

These courses have an optional HSC examination in Year 12. If the examination is undertaken it can be counted for the ATAR. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for the optional examination. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examinations. It must be submitted at the same time as the school assessment marks for other HSC courses but will be used only in the case of a successful illness/misadventure appeal.

VET Non Framework Courses/ Content Endorsed Courses

These courses do not have HSC examinations. They do not count towards the ATAR. Assessment may be competency based. In addition, students may be required to do other assessment tasks.

Information about Life Skills Courses

All students are entitled to participate in and progress through the curriculum. Life Skills courses provide course options for students with special education needs in Years 11–12 who cannot access the regular course outcomes, particularly students with an intellectual disability.

The Profile of Student Achievement is a cumulative record of a student's achievement of Life Skills outcomes. Outcomes can be reported as either 'achieved independently' or 'achieved with support' and are presented under course headings.

The Profile of Student Achievement is intended to provide a complete picture of the student's achievement of outcomes in Life Skills courses the student has completed.

The HSC and Assessments

What is the HSC Result?

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations.

Achieving the HSC is different to getting a driver's licence or an ATAR. A student does not receive a simple 'pass' or 'fail', nor do they get a single rank or mark for all courses. The HSC results are a detailed package showing each student the level of knowledge and skills that they achieved in each course.

What else do I need to know?

You are required to complete school-based assessment tasks for most Board Developed HSC Courses you study. (VET and Life Skills Courses have different requirements.) This applies to all school and TAFE students regardless of the number of units attempted. School-based assessment counts for 50% of your overall mark in each HSC course, and is reported on your Higher School Certificate Record of Achievement. For most category A courses, you will be required to sit your HSC examination. This will be weighted 50% of your overall mark.

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Your assessments and examinations will be awarded a mark and not a grade.

What is the HSC Mark?

The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

How are my marks scaled in the HSC?

They are scaled according to a performance band. Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2 unit course, Band 6 indicates the highest level of performance and the minimum standard expected is 50.

Band 6 = 90 - 100 marks

Band 5 = 80 - 89 marks

Band 4 = 70 - 79 marks

Band 3 = 60 - 69 marks

Band 2 = 50 - 59 marks

Band 1 = 0 - 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

How are Examination Marks scaled?

Once HSC examination papers are marked a team will determine which performance band is relevant for which papers by referring to each syllabus performance descriptors.

Band 6 receives a mark from 90 to 100

Band 5 receives a mark from 80 to 89

Band 4 receives a mark from 70 to 79

Band 3 receives a mark from 60 to 69

Band 2 receives a mark from 50 to 59

Band 1 below 49

An achievement in Band 1 is below the minimum standard expected. There is no predetermined percentage of students to be placed in each band and this distribution of achievement will therefore vary from course to course.

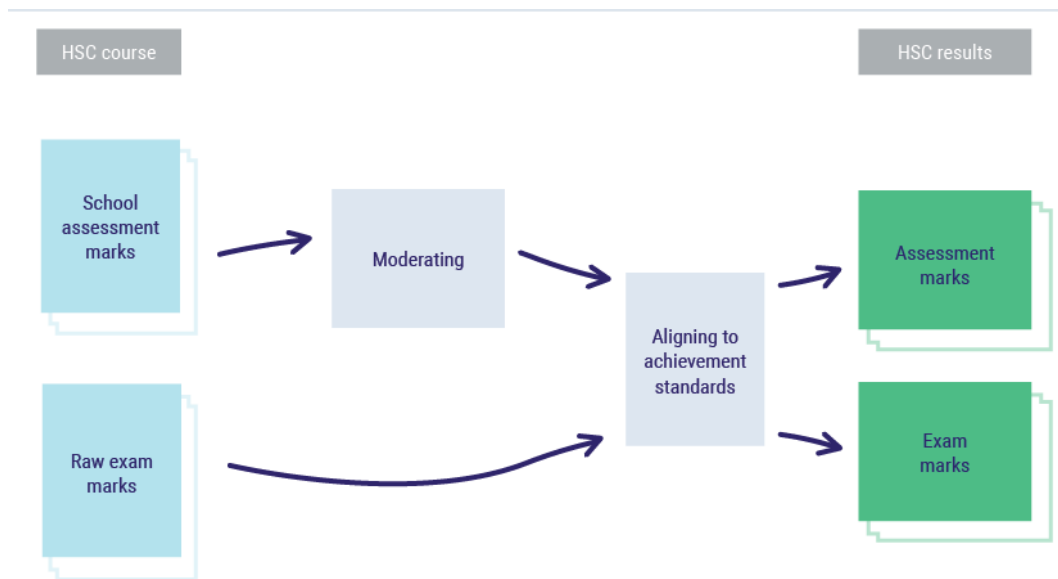
Determining the HSC Result

Your Higher School Certificate (HSC) results will generally show three marks for each of your courses:

- an assessment mark
- an exam mark
- an HSC mark, which is the average of the first two marks.

You will also be assigned a performance band, which shows how well you performed compared to other students in the course.

To determine your HSC results, NESA uses the following processes:



These processes include strict quality controls to ensure all students are treated fairly and the outcomes are accurate.

How does my assessment result affect my final course mark?

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

Life Skills Profile of Student Achievement

Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation '*Refer to Profile of Student Achievement*'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

Responsibilities

Responsibilities of the School

An assessment schedule has been developed for each subject.

The school is required to provide students with the following information:

- an assessment schedule, which outlines what components of each course are to be assessed, when the assessment tasks are scheduled
- written notification provided to students of the scheduled assessment task.
 - Assessment Task Notifications will be handed to students at least two weeks prior to submission
- at the completion of each task, students will receive:
 - a grade for that task
 - the marking criteria and
 - feedback concerning areas for further improvement.

Responsibilities of the Student

To meet the assessment requirements for each subject the student will:

- be aware of their assessment schedule and contact the subject teacher if they do not obtain the necessary information
- complete assessment tasks according to assessment schedules. Follow instructions given for the task and return all materials related to the task
- follow the rules of conduct for examinations
- submit work on the due date or be present to hand in the required task. If students are absent on the day of a task due to illness, the students carers need to contact the school and obtain a medical certificate for the time away from school
- demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes
- complete all set learning tasks (not just assessment tasks) in order to achieve course outcomes
- attend class regularly and ensure attendance does not fall below 85% to meet each course requirement
- be responsible for completing and submitting assessment tasks as described below. A student will:

- ensure the task has a Bingara Central School cover sheet attached. See Appendix.
- anticipate known educational or family activities that may clash with due dates (for example band camp, representative sport). By negotiating with their teacher an alternative submission date prior to the published due date can be organised.
- ensure students act in a way that maintains the integrity and accuracy of each assessable task.

Responsibilities of the Teacher

In order to support students to successfully meet the course requirements for each subject, Bingara Central School teachers will:

- supply students with course assessment schedules at the beginning of the school year, Term 4, Week 6
- provide written notification for students 2 weeks prior to the due date
- ensure each assessment task notification includes:
 - Topic/module being assessed
 - Day and date due
 - The weighting of the assessment
 - Method of submission eg: email to teacher
 - Syllabus outcomes to be assessed
 - The nature of the task eg: oral recording, extended response, typed report etc
 - A description of the task requirements
 - Marking criteria and /or marking guidelines
 - Any special arrangements required.
- arrange for disability and adjustment provisions for the completion of assessment tasks for those students who were granted such provisions or in accordance with the adjustments and accommodations agreed upon in the student's current student learning profile.
- provide feedback for each assessment by doing the following:
 - return assessment tasks to students within 2 weeks of submission
 - provide appropriate and specific feedback about the student's performance in the task
 - include marks where appropriate
 - make accurate judgments concerning each student's achievement in relation to the Course Performance Descriptors
 - return the task with marking guidelines, and strategies and suggestions for improvement

- provide feedback.
- collate and maintain the assessment marks and related information during the course
- refer appeals and variations to the Head Teacher
- Under certain circumstances, Head Teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing.

2020

HSC

Assessment

Schedule

HSC ENGLISH STANDARD

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
	Texts and Human Experiences Analytical response (using prescribed and related material and reflection)	Close Study of Literature Multimodal presentation	Craft of Writing Creative piece and explanation	Trial HSC Examination Common Module Module A and Module B Craft of Writing (5%)	
	Due: Term 2, Monday, Week 5 2020	Due: Term 2, Friday, Week 8 2020	Due: Term 3, Monday, Week 2 2020	Term 3, Week 5 2020	
	Outcomes assessed: EN12-1, EN12-3, EN12-5, EN12-6, EN 12-7, EN12-9	Outcomes assessed: EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	Outcomes assessed EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	Outcomes assessed EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	
Knowledge and understanding of course content	15%	10%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	10%	15%	50%
Total %	25%	25%	20%	30%	100%

HSC MATHEMATICS STANDARD 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Measurement Assignment	Assignment	Prepared Questions	Prepared Questions	
	Term 2, Week 5 2020	Term 2, Week 9 2020	Term 3, Week 3 2020	Term 3, Week 6 2020	
	Outcomes assessed: MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-10	Outcomes assessed: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	Outcomes assessed: MS1-12-1, MS1-12-6, MS1-12-8	Outcomes assessed:	
Concepts, skills and techniques	10%	10%	10%	20%	50%
Reasoning and communication	10%	20%	10%	10%	50%
Total %	20%	30%	20%	30%	100%

HSC MATHEMATICS STANDARD 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Measurement Assignment	Assignment	Prepared Questions	HSC Trial Exam	
	Term 2, Week 3 2020	Term 2, Week 9 2020	Term 3, Week 3 2020	Term 3, Week 5 2020	
	Outcomes assessed: MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-10	Outcomes assessed: MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	Outcomes assessed: MS2-12-1, MS2-12-8, MS2-12-10	Outcomes assessed: MS2-12-1 to MS2-12-8, MS2-12-10	
Concepts, skills and techniques	10%	10%	10%	20%	50%
Reasoning and communication	10%	20%	10%	10%	50%
Total %	20%	30%	20%	30%	100%

HSC INVESTIGATING SCIENCE

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Technology Depth Study and Portfolio	Fact or Fallacy Depth Study Report	HSC Trial Examination	
	Term 2, Week 4	Term 2, Week 10	Term 3, Week 4	Trial Examination Period Week 5	
	Outcomes assessed: INS12-4 INS12-7 INS12-12	Outcomes assessed: INS12-1 INS12-4 INS12-7 INS12-13	Outcomes assessed: INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-7	Outcomes assessed: INS11/12-12 INS11/12-13 INS11/12-14 INS11/12-15	
Scientific Investigations	20%			10%	
Technologies		20%		10%	
Fact or Fallacy			20%	10%	
Science and Society				10%	
Total %	20%	20%	20%	40%	100%

HSC INDUSTRIAL TECHNOLOGY METALS AND ENGINEERING

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Industry Study	Major Project	Major Project Portfolio	Trial Examination	
	Term 2, Week 5	Term 3, Week 4	Term 3, Week 4	Term 3, Week 5	
	Outcomes assessed: H1.1, H1.2, H1.3, H6.1, H7.1, H7.2	Outcomes assessed: H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	Outcomes assessed: H1.2, H5.1, H5.2, H6.1, H7.1, H7.2	Outcomes assessed: H1.1, H1.2, H1.3, H4.3, H7.1, H7.2	
Syllabus Components					
Knowledge and understanding of course contents	10	10	10	10	40
Knowledge and skills in the management, communication and production of projects	10	10	30	10	60
Total %	20%	20%	40%	20%	100%

HSC INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE MANUFACTURING

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Industry Study	Major Project	Major Project Portfolio	Trial Examination	
	Term 2, Week 5	Term 3, Week 4	Term 3, Week 4	Term 3, Week 5	
	Outcomes assessed: H1.1, H1.3, H1.5, H6.1, H7.1, H7.2	Outcomes assessed: H2.1, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	Outcomes assessed: H1.2, H5.1, H5.2, H6.1, H7.1, H7.2	Outcomes assessed: H1.1, H1.2, H1.3, H4.3, H7.1, H7.2	
Syllabus Components					
Knowledge and understanding of course contents	10	10	10	10	40
Knowledge and skills in the management, communication and production of projects	10	10	30	10	60
Total %	20%	20%	40%	20%	100%

HSC MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis Power and Authority in the Modern World 1919-1946	Oral Presentation Peace and Conflict	Historical Analysis National Studies	Trial HSC Examination	
	Term 2, Week 4 Thursday	Term 2, Week 8 Monday	Term 3, Week 2 Friday	Trial Examination Period	
	Outcomes assessed MH12-3 MH12-5 MH12-6 MH12-7	Outcomes assessed MH12-1 MH12-2 MH12-5 MH12-6 MH12-8	Outcomes assessed MH12-3 MH12-4 MH12-5 MH12-6 MH12-8 MH12-9		
Knowledge and understanding of course content	5	15	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10		20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms		10		10	20
Total %	20	30	30	20	100

Appendix

Bingara Central School



BINGARA CENTRAL SCHOOL FAILURE TO SUBMIT OR COMPLETE A SPECIFIED ASSESSMENT TASK INCLUDING EXAMINATIONS DUE TO ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

Submit to Head Teacher for consideration.
Please complete all sections A, B, C & D.

SECTION A

NAME: _____ YEAR _____

SUBJECT: _____ DATE DUE: _____

TYPE OF ASSESSMENT TASK:

(Examination, Topic or Unit test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other)

REASON FOR ABSENCE:

(State sufficient details to support your case for consideration)

MEDICAL CERTIFICATE / STATUTORY DECLARATION *(copy attached)* FROM:

(State Name of Doctor / Justice of the Peace)

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

SECTION B

To be completed by the Class Teacher

Bingara Central School

Number of days late: _____ Maximum mark for task: _____

Comments:

Class Teacher signature: _____ Date: _____

SECTION C

DECISION

Discussed with Teacher: Yes / No Interview with student: Yes / No

Decision: Approved / Not Approved Notified Exam Co-ordinator: Yes / No/ N/A

Outcome: ➤ sit task at alternative time as advised by HT
 ➤ Estimate
 ➤ Alternative task
 ➤ Other _____

Comment:

Approved by Principal : _____

SECTION D

Letter sent to Student/Parents: Yes / No

Records put on File: Faculty Yes / No Year Adviser: Yes / No

Head Teacher's signature: _____ Date: _____

Bingara Central School

BINGARA CENTRAL SCHOOL APPEAL APPLICATION

Date Received:.....

Student Name:..... Year:.....

Subject/Course:.....

Number:.....

Task:

Description:.....

Date Due:.....

Nature of Application:

- Appeal against refusal of extension of time.
- Appeal against result of application for consideration of illness or misadventure.
- Other (State reason).....

.....
.....

My reasons explaining and supporting this appeal

are.....
.....
.....

Documentary evidence attached which has not been presented

before:.....
.....
.....

<input type="checkbox"/> APPEAL UPHELD	<input type="checkbox"/> APPEAL DENIED
--	--

Bingara Central School

Decision/Reason:.....
.....
.....

Principal's Signature:..... Date:.....

A copy of the completed form must be given to the student

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features

Bingara Central School

Discuss	Identify issues and provide points for and/or against
Distinguish	Recognize or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognize and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole