



Bingara Central School



Stage 6 Preliminary Assessment Schedule 2020

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Investigating Science	Scot Crispin	Scot.crispin@det.nsw.edu.au
Modern History	Monica Coddington	Monica.coddington1@det.nsw.edu.au
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*Teachers will endeavour to respond to any emails within 1-2 days.

Year Adviser- Robyn Gasson

**Head Teacher, Teaching and Learning:
Riley Eastcott (Rel.)**

**Head Teacher, Secondary Studies: :
Lisa Moore (Rel.)**

School Contact Details:

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Bingara Central School

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 Preliminary school year. 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 examinations 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 Standards 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 Area's.

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 you fail to submit an assessment task, then you will receive an N-Warning Letter (warning of non-completion of course requirements). You will be required to correct the action and submit the assessment task at a later date notified to you in writing.

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 illegitimate reasons, such as going on a holiday, you may be in danger of receiving an N-Warning Letter and will be required to submit your task as outlined in writing.

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 of that subject and the Year 11/12 Year Adviser, to make arrangements to sit for the examination(s) at a later date.

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If you are ill, 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 ill 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 may affect the outcome of an 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 the relevant grade 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 and the n-determination process is implemented.

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 me?

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-Warning Letter. This N-Warning Letter will be sent home to inform your parent/s or caregiver. You can be issued an N-Letter if you have not;

- followed the course developed or endorsed by the NSW
- 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 of the course outcomes.

What if I receive an N-Warning 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 NESAs 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.

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. HSC VET courses are stand-alone courses and are not specified as Preliminary or HSC courses. A 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.

Guidelines for Assessment

General Performance Descriptors

Students will be assessed and achieve a grade in most assessment tasks. Students will be issued grades in their Half Yearly and Final Report. The A-E grades awarded in semester reports relate to student achievement as described by the Course Performance Descriptors viewable on the NESA website. (<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>) Student performance is measured at a specific time from evidence collected at a given and previously notified date.

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

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

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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

Personal Best Program

The Personal Best Program at Bingara Central School is designed for students in Years 7-11 to increase motivation in students and to assist in developing effective and committed learners.

Students have the opportunity to improve their grades. This can occur by:

- Early submission of tasks will enable teachers to provide feedback to students to further improve their work
- It is suggested that students follow teacher feedback when re-submitting a task
- Grades will be awarded after the final submission date

ASSESSMENT SCHEDULE

PRELIMINARY ENGLISH STANDARD

Component	Task 1	Task 2	Task 3	Weighting %
	Body of Work Collection with reflection Reading to Write	Multimodal Presentation Close Study of Literature	Yearly Examination	
	Due: Term 4, Week 10	Due: Term 1, Week 5	Due: Term 1, Exam Week	
	Outcomes assessed EN11-3, EN11-4, EN11-5, EN11-9	Outcomes assessed EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	Outcomes assessed EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	35	35	100

PRELIMINARY MATHEMATICS STANDARD 1

Component	Task 1	Task 2	Task 3	Weighting %
	Prepared Questions	Driving Assignment	Assignment	
	Term 4 Week 9 2019	Term 1 Week 4 2020	Term 1 Week 8 2020	
	Outcomes assessed MS 11-1, MS 11-3, MS 11-4, MS11-10	Outcomes assessed MS 11-2, MS 11-5, MS 11-6, MS 11-9, MS 11-10	Outcomes assessed MS 11-2, MS 11-9, MS 11-7, MS11-10	
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Total %	30	30	40	100

PRELIMINARY MATHEMATICS STANDARD 2

Component	Task 1	Task 2	Task 3	Weighting %
	Prepared Questions	Assignment	Yearly Examination	
	Term 4 Week 9 2019	Term 1 Week 8 2020	Term 1 Week 10 2020	
	Outcomes assessed MS 11-1, MS 11-3, MS 11-4, MS11-10	Outcomes assessed MS 11-2, MS 11-7, MS 11-9, MS 11-10	Outcomes assessed MS 11-1 – MS11-8, MS11-10	
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Total %	30	30	40	100

PRELIMINARY INVESTIGATING SCIENCE

	Task 1	Task 2	Task 3	Weighting %
	Depth Study Investigation and Report	Depth Study Research and Presentation	Preliminary Examination	
	Term 4 Week 9	Term 1 Week 2	End of term 1 2020	
	Outcomes assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-8	Outcomes assessed INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11/12-9 INS11/12-11	Outcomes assessed INS11/12-7 INS11/12-8 INS11/12-9 INS11/12-10 INS11/12-11	
Cause and Effect - Observing	30		10	
Cause and Effect - Inferences and Generalisations		30	10	
Scientific Models			10	
Theories and Laws			10	
Total %	30%	30%	40%	100%

PRELIMINARY MODERN HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Source Study Investigating Modern History	Research and essay Historical Investigation	Preliminary Examination	
	Term 4, Week 9	Term 1, Week 5	Exam Period	
	Outcomes assessed MH11.6, MH11.7, MH11.9, MH11.10	Outcomes assessed MH11.4, MH11.5, MH11.6, MH11.8, MH11.9, MH11.10	Outcomes assessed MH11.1, MH11.2, MH11.3, MH11.4, MH11.5, MH11.9	
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		15	5	20
Communication of historical understand in appropriate forms	5	10	5	20
Total %	30	30	40	100

PRELIMINARY INDUSTRIAL TECHNOLOGY METALS & ENGINEERING

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Project	Industry Report	Practical Project and portfolio	Examination	
	Term 4, Week 10	Term 1, Week 5	Term 1, Week 10	Term 1, Week 9	
	Outcomes assessed P1.1, p1.2, p2.1, p6.1, p6.2, p7.1	Outcomes assessed P2.1, P2.2, P3.1, P3.2, P3.3, P3.4, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Outcomes assessed P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1, P6.2, P7.1	Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1	
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%

PRELIMINARY INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS & FURNITURE MANUFACTURING

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Project	Industry Report	Practical Project and portfolio	Examination	
	Term 4, Week 10	Term 1, Week 5	Term 1, Week 10	Term 1, Week 9	
	Outcomes assessed P1.1, p1.2, p2.1, p6.1, p6.2, p7.1	Outcomes assessed P2.1, P2.2, P3.1, P3.2, P3.3, P3.4, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Outcomes assessed P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1, P6.2, P7.1	Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1	
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%

APPENDIX

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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

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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: _____

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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:.....

.....

.....

APPEAL UPHELD

APPEAL DENIED

Bingara Central School

Decision/Reason:.....
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PRINCIPAL'S SIGNATURE:..... DATE:.....

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

Bingara Central School

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

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Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a 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