



BYRON BAY HIGH SCHOOL

YEAR 12 HSC COURSE 2017 ASSESSMENT POLICY (updated: Term 1 2017)



For further information please contact:

**Mr P King - Principal
Mr Mark Smith - Deputy Principal
Mr Neil Armstrong - Year Adviser**

Note: This booklet must be read in conjunction with the booklet "Rules and Procedures for 2017 HSC Candidates" issued by the Board of Studies, Teaching and Educational Standards (BOSTES).

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MESSAGE FROM THE PRINCIPAL

“We passionately educate, inspire and nurture our students so that the future is theirs!”

Dear Year 12 students and parents,

On behalf of the school I would like to thank you for choosing Byron Bay High School. We are extremely proud of our school and our students’ amazing achievements. I know that in the next twelve months you have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

Byron Bay High School is a comprehensive, co-educational high school that consistently achieves outstanding educational outcomes. We are fortunate to enjoy high quality buildings and facilities in a unique bush and beach setting. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

Students have many expectations of senior school. They expect courses which provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community.

This booklet contains the assessment information for your HSC courses. You should keep this booklet in a safe place and refer to it regularly. Create your own yearly planner with all your assessment tasks clearly marked. You will need to apply yourself diligently and with sustained effort throughout the duration of your course. Your attendance and application must be regular and genuine. A task does not have to be a formal assessment task to warrant a serious response from you. Please note carefully the rules in relation to malpractice, mobile phones and electronic devices.

If and when you need help at any time do not hesitate to seek assistance from me or any of our staff. There is welfare team waiting to assist you.

I would like to wish you good luck and encourage you to work hard to achieve the best possible result in your HSC year at BBHS. Be positive and optimistic. The future is yours!

This will be a fantastic year and one you will never forget.

*Mr Peter King
Principal*

Byron Bay High School respectfully acknowledges the Arakwal people of the Bundjalung nation on whose land we learn and work together.



BYRON BAY HIGH SCHOOL HSC ASSESSMENT POLICY

INTRODUCTION

The Board of Studies, Teaching and Educational Standards (BOSTES) requires that schools submit an internal assessment mark to the Board for each of your courses. Formal Assessment Task results contribute to the overall mark achieved by a student in Year 12 and contribute to the school-based Assessment Mark submitted for the HSC. The marks Byron Bay High School submits to the Board are based on the tasks outlined in this Assessment policy.

Schools are required to prepare and administer an assessment program in accordance with specifications provided by the Board. These specifications identify the components of the course to be assessed, the weightings and the timing of tasks. Assessment tasks are designed to measure knowledge, skills and understanding of a wide range of outcomes. Tasks may include tests, written assignments, practical activities, oral tasks, fieldwork and projects.

The provision of a separate school based Assessment Mark from the Examination Mark in the HSC has a two-fold purpose. It is intended to provide a measure of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination;
- measures and observations obtained throughout the course rather than at a single examination.

Such assessment allows due weight to be given to measures of student achievement which, although evident to a class teacher, may not be adequately assessed by a single external examination.

In addition, schools are required to rank all students doing the same course.

For Board Developed Courses, the raw assessment mark for each course will be moderated by the Board according to the performance of the students at Byron Bay High School in the HSC examination for that course. Your position in the course rank order will not be altered by the moderation process. For Board Developed courses, the moderated school assessment is worth 50% of the final mark for the course, while the HSC examination result provides the other 50% of the final mark.

For Board Endorsed courses, the school assessment is the final mark which appears on the HSC. This mark is not moderated.

Assessment of students for Life Skills courses in Stage 6 is against the achievement of outcomes identified through the individual transition process.

It is your responsibility to read and refer to the information contained in this Assessment Policy booklet throughout the HSC year.

“Not knowing” about something that is printed in this booklet will not be accepted as an excuse.



SECTION ONE HSC ASSESSMENT POLICY

SATISFACTORY COMPLETION OF A COURSE

"To have satisfactorily completed a course, students will have:

- followed the course;
- 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." [ACE 11.4]

ATTENDANCE →→	<p>At Byron Bay High School, at least 85% attendance is expected.</p> <ol style="list-style-type: none"> a) Principals may determine that, as a result of absence, the course completion criteria may not be met. b) Any extended leave requires the approval of the Principal prior to the student commencing their leave. c) There should be no unexplained absences. d) Unsatisfactory attendance impacts on a student's ability to satisfactorily complete course work. e) In particular, there are to be no unexplained absences: <ul style="list-style-type: none"> - on the day before an assessment task - during periods before an assessment task - for being late to school on the day of an assessment task - on the day of an assessment task.
PARTICIPATION →→	<p>A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.</p> <ol style="list-style-type: none"> a) Participating in a course involves completing assignments, homework and set tasks, even if they are not assessment tasks. Work placement is a mandatory HSC requirement for Vocational Education Training (VET) courses. b) It is up to the teacher's professional judgment to determine what constitutes genuine participation. c) Those deemed unsatisfactory will be issued with an official Board of Studies, Teaching and Educational Standards (BOSTES) "N" (Non-Completion) warning notice. d) Warnings are sent to parents in writing if this eventuality appears likely. Students are given an opportunity to rectify the situation.
COMPLETION OF ASSESSMENT TASKS →→	<p>A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which they are entered.</p> <ol style="list-style-type: none"> a) Any student who fails to complete Assessment Tasks worth in excess of 50 percent of the available marks will be issued with an official Board of Studies, Teaching and Educational Standards (BOSTES) "N" (Non-Completion) notice, which will disqualify her/him from the particular course. b) This may in turn disqualify the student from receiving an ATAR and/or the HSC. c) Warnings are sent to parents in writing. Students are given an opportunity to rectify the situation.

UNSATISFACTORY COMPLETION OF A COURSE

STEP 1 →→	<p>NOTIFICATION</p> <p>Parents will be notified by letter when students are not meeting requirements in a course. This formal WARNING is called an `N' Warning.</p>
STEP 2 →→	<p>Students are given an OPPORTUNITY TO RECTIFY THE SITUATION.</p> <ul style="list-style-type: none"> • ATTENDANCE and PARTICIPATION in course teaching and learning activities may need to be improved. • COMPLETION OF AN ASSESSMENT TASK may require students to complete a missed assessment task within a two week period.
STEP 3 →→	<p>SECOND N-WARNING LETTER SENT</p> <p>Students are given a second opportunity to rectify their situation.</p>
STEP 4 →→	<p>UNSATISFACTORY DETERMINATION (N-AWARD)</p> <p>An unsatisfactory result in a course will be determined by the Principal, in conjunction with the Deputy Principal and relevant Head Teacher(s).</p> <p>The Principal will explain to the student the reasons for the determination/s and advise him/her of the consequences of this determination.</p> <p>The student will be advised of his/her right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal. The student will be provided with a blank <i>Student Appeal Form</i> and advised of the final date of submission of this form.</p> <p>The Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the <i>Principal's Determination Form</i>.</p> <p>If the student is under 18 years of age the signature of the student's parent/guardian must also be obtained.</p> <p>This course(s) will not be listed on the student's Higher School Certificate Record of Achievement, unless the student seeks a review of this determination and the appeal is successful.</p> <p>The 'N' determination in this course(s) may also affect the student's eligibility for the award of the Higher School Certificate and/or an ATAR. To be issued with an HSC a student must have successfully completed at least 12 units satisfactorily in the Preliminary pattern of study and 10 units in the HSC study pattern.</p>

SAMPLE 'N' WARNING LETTER

{3ParentContact}
{6StAddress}
{7Town/Suburb} {8PostCode}

Dear {3ParentContact},

OFFICIAL WARNING NON-COMPLETION OF an HSC COURSE

Student Name:

I am writing to advise that your son/daughter {Student name} is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in {Faculty}.

The Board of Studies, Teaching and Educational Standards (BOSTES) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **official warning** we have issued concerning {Faculty}.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course.

Course Completion Criteria:

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

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the school; and
- (c) **achieved** some or all of the course outcomes

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the students' Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of task worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date {Student Name} has not satisfactorily met a, b & c of the Course Completion Criteria. The table overleaf 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 {Student Name} to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and /or achieved.

Please discuss this matter with {Student Name} and contact the school if further information or clarification is needed.

Yours sincerely

{Teacher}

Mr P King

CLASS TEACHER

HEAD TEACHER

PRINCIPAL

To satisfy the Course Completion Criteria the following tasks, requirements or outcomes need to be satisfactorily completed by {S Name}.

Task Name(s)/Course Requirement(s)/ Course Outcome(s)	Percentage Weighting (If Applicable)	Original Due Date (if applicable)	Action Required by Student Complete the task, and/or outcomes as listed in this letter by the new "date to be completed".	Revised date to be completed by (if applicable)

SCHEDULE OF ASSESSMENT TASKS

<p>NOTIFICATION OF TASKS →→</p>	<ul style="list-style-type: none"> • The Schedule of Tasks (Section 3) indicates specific dates scheduled for assessment tasks from Term 4, 2016 to Term 3, 2017. • For assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers will use their professional judgement to ensure students have adequate time to prepare for each task. • For examinations, written notice may be given outlining details prior to the task date. However, students should use the schedule of tasks for task dates, weightings and outcomes assessed. • Notification of changes (eg. of date due) will be given in writing at least two weeks prior to the task date.
<p>SUBMISSION OF TASKS →→</p>	<ul style="list-style-type: none"> • Teachers will inform in writing students how the task is to be submitted. • Teachers will inform students in writing the date and time the task is to be submitted by. • YOU MUST NOT under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task. • Follow the procedures outlined in this policy for not attending or submitting a task due to an unforeseeable or foreseeable absence. • Note the rules outlined in this policy regarding late submission of hand-in tasks without a valid reason.
<p>REPORTING AND TASK FEEDBACK →→</p>	<ul style="list-style-type: none"> • All students will receive meaningful feedback on their performance in each Assessment Task. • Feedback will normally be provided as a comment, a raw mark, and/or ranked position within the course cohort. • The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them. • The school will provide each student with formal details of his ranked position within this school's candidature as part of his/her final HSC report. • Board of Studies, Teaching and Educational Standards (BOSTES) regulations prohibit the school from providing a raw aggregate of marks scored in any course or subject.

PROCEDURES FOR STUDENT ABSENCE FROM OR INABILITY TO SUBMIT AN ASSESSMENT TASK ON THE DUE DATE - UNFORSEEABLE ABSENCE

STEP 1 →→	NOTIFY the Deputy Principal and/or relevant Head Teacher on the morning of the task or task due-by date.
STEP 2 →→	<p>OBTAIN documentation:</p> <ul style="list-style-type: none"> • Illness - a Doctor's Medical Certificate will be required covering the absence. • Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. • Other documentation such as police reports in the case of accidents, hospital documents for family illness, school counsellors report or other equivalent professional (objective) documents can be used. • Letters from family members or friends are acceptable in exceptional circumstances only.
STEP 3 →→	<p>Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date. Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible, SUBMIT the task the very next day you attend school to the Class Teacher or to the relevant Head Teacher even if there is NO scheduled lesson on that day.</p> <p>ORGANISE an alternate date for an in-class task or examination the very next day you attend school with the Class Teacher or the relevant Head Teacher even if there is NO scheduled lesson on that day.</p>
STEP 4 →→	COLLECT and COMPLETE an Illness/Misadventure Form. Ensure that it has been signed by the relevant Head Teacher and class teacher before submitting it to the Deputy Principal. Forms can be collected from the Deputy Principal.
STEP 5 →→	<p>SUBMIT the Illness/Misadventure form and documentation to the Deputy Principal. On return to school, students will be given 2 school days to submit the form and documentation. If circumstances (e.g. class teacher or Head Teacher absent) prevent this you must notify the Deputy Principal within the 2 day period.</p> <p>The Deputy Principal will notify the student and relevant Head Teacher the decision regarding the illness/misadventure application within 2 school days of submission.</p> <p>If the application is successful the task is marked without penalty. A substitute task <i>may</i> be administered or an estimated mark <i>may</i> be given at the discretion of the Head Teacher. If the application is unsuccessful the task is marked with penalty which may include the student being awarded 'zero'.</p>
APPEAL →→	<p>If the student's application is unsuccessful, students are entitled to lodge an appeal by completing the "Student Appeal re Decision on Absence from an assessment Task" form and submit it to the Deputy Principal within 2 school days of being informed of the illness/misadventure application decision.</p> <p>The appeal will be considered within 2 school days of being submitted by the Principal in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student's appeal is successful, the student will be informed and marks awarded. If the student's appeal is unsuccessful, the student will be informed and no further actions are available.</p>
NOTE →→	Irrespective of the outcome of the illness/misadventure application, all students will be required to complete the task/substitute task to show evidence that the student has met the course completion requirements.

PROCEDURES FOR STUDENT ABSENCE FROM OR INABILITY TO SUBMIT AN ASSESSMENT TASK ON THE DUE DATE - FORSEEABLE ABSENCE

STEP 1 →→	<p>NOTIFY the Deputy Principal and relevant Head Teacher of the dates and reason for the leave.</p> <p>Provide a detailed letter from parent/carer.</p>
STEP 2 →→	<p>OBTAIN permission from the Principal for holiday or extended leave.</p> <p>If the leave is for 20 days or more an 'Exemption from School' form must be submitted to the Principal at least ONE WEEK before the leave.</p> <p>Exemption forms can be collected from the front office.</p>
STEP 3 →→	<p>COLLECT and COMPLETE an Illness/Misadventure Form.</p> <p>Forms can be collected from the Deputy Principal.</p>
STEP 4 →→	<p>ORGANISE an alternate date for an in-class task or examination BEFORE taking leave with the Class Teacher or the relevant Head Teacher. A substitute task <i>may</i> be administered or an estimated mark <i>may</i> be given at the discretion of the Head Teacher.</p> <p>ORGANISE an alternate date or method of submission (eg. electronic) of a hand-in task BEFORE taking leave with the Class Teacher or the relevant Head Teacher.</p> <p>Note: Students will not be able to complete tasks of an examination nature before the due date.</p>
STEP 5 →→	<p>SUBMIT the Illness/Misadventure form and documentation to the Deputy Principal before taking leave.</p>

PENALTIES FOR LATE SUBMISSION WITHOUT AN ACCEPTABLE ILLNESS/MISADVENTURE

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable reason or supporting documentation.

ONE SCHOOL DAY LATE →→	20% of the total mark awarded will be deducted
TWO SCHOOL DAYS LATE →→	40% of the total mark awarded will be deducted
THREE OR MORE SCHOOL DAYS LATE →→	<p>Zero awarded. The task must still be submitted.</p> <p>The task will be marked and returned to the student with feedback. The mark, however, will not contribute to the aggregated assessment mark in that subject or course.</p> <p>Failure to submit the task may lead to an "N" determination.</p>



BYRON BAY HIGH SCHOOL

Absence from an Assessment Task and Illness/Misadventure Application

TO BE COMPLETED BY STUDENT:

Name: Year: Subject:

Date of assessment task: Time of task: Task number:

REASON FOR INABILITY TO ATTEND OR SUBMIT TASK ON TIME: (Describe how the illness &/or misadventure you have suffered has affected your performance or prevented you from attending the task or submitting the task on time. Give details of any action you took to report this.)

.....
.....
.....

NOTE: Additional pages may be stapled onto this form. The documentation you provide must be current, specific to the date & time of the task. In the case of a medical certificate, it should state that you are unable to do the task on or by the due date or that your performance in the task was impeded.

Have you notified your teacher or the Head Teacher? Yes/No

Have you submitted the task? Yes/ No Date if submitted:

Has an alternate date for an in-class task or alternate task been arranged? Yes/No

Signed: Date:
(Student)

TO BE COMPLETED BY RELEVANT HEAD TEACHER:

Reason: Satisfactory / Unsatisfactory

Comment:
.....

Recommendation: Student to submit Task/Student to complete task on alternate date/ Substitute Task/ Estimate/ Reduced marks/ Complete or submit task but be awarded zero marks (Circle appropriate decision)

Other:

Date to be completed: Class Teacher signature:

Signed: Date:
(Head Teacher)

TO BE COMPLETED BY RELEVANT DEPUTY PRINCIPAL:

Decision: Approved / Not approved

Date received: Doctor's Certificate Attached: Yes / No

Signed: Date:
(Deputy Principal)

BYRON BAY HIGH SCHOOL SENIOR BOARD OF REVIEW

A Senior Board of Review will consist of the relevant Deputy Principal, the Head Teacher Administration and the relevant Year Advisor. It will formally convene in the second half of each term to interview senior students whose effort, results and attitude indicate lack of acceptable progress in the ATAR course, normally in two or more subjects.

The purpose and functions of the Board of Review will be to:

- Warn the student that their progress in the ATAR course may be jeopardised, and that they may be at risk of non-completion.
- Discuss the pertinent issues with the student, agreed solutions/strategies and the time frame for remedial action.
- Review student attendance in each case.
- Review any other relevant material.
- Inform parents/caregivers in writing of the determination of the Board of Review.
- Monitor subsequent progress or lack thereof through written classroom teacher feedback.
- Re-interview the student at a subsequent Board of Review (or sooner if necessary) when a student is clearly failing to fulfil the agreed conditions.
- Recommend to the Principal that a student be warned of expulsion from school for Unsatisfactory Participation in Learning.

Process

- Referral from classroom teachers and Faculty Head Teacher
- Letter advising student of date/time/place of interview will be hand delivered to student by the Head Teacher Administration or delegated staff member.
- Feedback re determinations of the Board would be summarised by the Head Teacher Administration, and distributed to Faculty Head Teachers after the interview day.
- Letters summarising the determination of the Board of Review and agreed solutions/strategies/timeframes as well as consequences for non-compliance, would be prepared by the Head Teacher Administration and posted to parents after the interview day.

Benefits

- Consistent whole school monitoring of senior student progress, including the collation of cross-faculty data on a student over time.
- Efficient identification, intervention and monitoring of students requiring assistance and guidance.
- Staff have an overview of a student's progress

WHAT ABOUT SPECIAL GROUPS OF STUDENTS?

FOR STUDENTS TRANSFERRING FROM OTHER SCHOOLS/COURSES

Assessment will commence at the time of transfer. For students from other schools advice will be sought from the prior school.

NB: Assessment is to be made on available evidence in common tasks for both these groups.

SPECIAL CONSIDERATION

Students with a specific disability or medical problem will be given consideration as approved by the Board of Studies, Teaching and Educational Standards (BOSTES) (**UPON APPLICATION**). If a student thinks they qualify for such special consideration, they must see the Year Adviser, Head Teacher Welfare or the Head Teacher of the course concerned.

APPEALS PROCEDURES

<p>Assessment Review – Individual Tasks →→</p>	<p>Once an Assessment task has been assessed and the mark accepted, i.e. recognised by both teacher and student, then it constitutes an “agreed mark” and cannot be altered - nor does the work have to be kept by the teacher as it is ineligible for remark.</p> <p>If the student does not accept the mark i.e. there is not an “agreed mark”, students are entitled to lodge an appeal by completing the “Student Appeal arising from Assessment Task” form. The form must be submitted to the Deputy Principal within 2 school days of the task being returned after marking.</p> <p>The appeal will be considered within 2 school days of being submitted by the Principal in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student’s appeal is successful, the student will be informed and other students in the school informed of changes (if any) in relative positions within the school group. If the student’s appeal is unsuccessful, the student will be informed and no further actions are available.</p>
<p>Final Assessment Rank Appeal →→</p>	<p>Final Assessment ranks will be given by teachers to students before the HSC examinations and from the Board of Studies, Teaching and Educational Standards (BOSTES) after the HSC examinations.</p> <p>Students are only entitled to challenge the final Assessment ranking on one or more of the following grounds :</p> <ul style="list-style-type: none"> • That the Assessment procedure for a particular course did not occur according to the weighting of components as required by the Board of Studies, Teaching and Educational Standards (BOSTES). • That the school’s or relevant subject’s Assessment Policy has not been followed. • That computational/clerical error has led to the student’s rank in a course being incorrectly determined. <p>An in-school appeal will be considered by the Principal in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student’s appeal is successful, the student will be informed and other students in the school informed of changes (if any) in relative positions within the school group. If the student’s appeal is unsuccessful, the student will be informed and they will be advised that they may also appeal to the Board Assessment Institution after the HSC examinations. This appeal must be made no later the closing date as advised each year. The Principal will inform the student of this date.</p>
<p>Appeal on ‘N’ Determination →→</p>	<p>A student may appeal an ‘N’ determination. When an ‘N’ determination is made, the Principal’s Report should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student’s home address. A student wishing to appeal will complete the Student Appeal form and submit it to the Principal immediately.</p> <p>An in-school appeal will be considered by the Principal in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student’s appeal is successful at the school level, notification will be sent to the Board so that the ‘N’ can be removed from both the assessment schedule and the unsatisfactory completion of course schedule. If the student’s appeal is unsuccessful at the school level, the Principal’s Report form, the Student Appeal form and any other relevant documentation will be submitted together by the date specified by the Board of Studies, Teaching and Educational Standards (BOSTES).</p>



BYRON BAY HIGH SCHOOL

Student Appeal Arising from Assessment Task

This form should be completed only if the student does not accept the mark received in an individual assessment task i.e. there is not an "agreed mark".

If submitting an appeal, this form is to be completed and signed by the student within 2 school days after the marked task is returned to the student. The assessment task will be retained by the teacher and given to the Head Teacher until the appeal is considered.

This application is to be submitted to the relevant Deputy Principal.

Student's Name: Date:

Subject: Assessment Task:

Student Statement in Support of Appeal:

My appeal is based on the following grounds:

.....
.....
.....

(Additional pages may be stapled on to this form if more space is needed)

The appeal will be considered within 2 schools days of being submitted to the relevant Deputy Principal by the Principal in consultation with the Deputy Principal and the relevant Head Teacher.

The Head Teacher of the course concerned will advise you of the outcome of the school review of your appeal. If the student's appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group.

If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

Student signature: Date:

Parent signature: Date:

Received by: Date:
(Deputy Principal Signature)

(Tear off and retain for your own record)

The following section is to be completed by the student and is kept by the student as a receipt of student appeal arising from an assessment task.

Student signature: Date:

Parent signature: Date:

Received by: Date:
(Deputy Principal Signature)

TO BE COMPLETED BY THE LEARNING SUPPORT TEAM:

Reason: Satisfactory / Unsatisfactory

Comment:
.....
.....
.....

Recommendation: The students will receive extra time / time to rest / a reader / a writer / separate supervision or other:

.....
.....
.....
.....

Signed: **Date:**
(Head Teacher Welfare)

TO BE COMPLETED BY RELEVANT DEPUTY PRINCIPAL:

Decision: Approved / Not Approved

Date received: **Central Entry:** **Doctor's report attached: Yes / No**

Signed: **Date:**
(Deputy Principal)



BYRON BAY HIGH SCHOOL

Student Appeal arising from Decision on Absence from an Assessment Task and Illness/Misadventure Application

This form should be completed only if the student does not accept the decision on absence from an assessment task and illness/misadventure application.

If submitting an appeal, this form is to be completed and signed by the student within two days of being informed of the illness/misadventure application decision.

This application is to be submitted to the relevant Deputy Principal.

Student's Name: **Date:**

Subject: **Assessment Task:**

Student Statement in Support of Appeal:

My appeal is based on the following grounds:

.....
.....
.....

(Additional pages may be stapled on to this form if more space is needed)

The appeal will be considered within two schools days of being submitted to the Deputy Principal by the Principal in consultation with the Deputy Principal and relevant Head Teacher.

The Deputy Principal will advise the student of the outcome of the appeal. If the appeal is successful, marks will be awarded.

If the appeal is unsuccessful, the student will be informed and no further actions are available.

Student signature: **Date:**

Parent signature: **Date:**

Received by: **Date:**

(Deputy Principal Signature)

(Tear off and retain for your own record)

The following section is to be completed by the student and is kept by the student as a receipt of student appeal arising from decision on absence from an assessment task and illness/misadventure application.

Student's Name: **Date:**

Subject: **Assessment Task:**

Received by: **Date:**

(Deputy Principal Signature)

HSC ASSESSMENT TASK CALENDAR (Term 4, 2016 and Term 1, 2017)

Term 4 2016 - 10 Weeks		Term 1 2017 - 11 Weeks	
Week Beginning	Scheduled Tasks	Week Beginning	Scheduled Tasks
1 10/10/16		1 27/1/17	
2 17/10/16		2 30/1/17	<ul style="list-style-type: none"> Chemistry: Research (Nuclear Chemistry)
3 24/10/16		3 6/2/17	<ul style="list-style-type: none"> History Extension: Proposal Society & Culture: Oral Report + Application of Methodologies (PIP Intro)
4 31/10/16	<ul style="list-style-type: none"> Hospitality: Work Placement 2 	4 13/2/17	
5 7/11/16		5 20/2/17	<ul style="list-style-type: none"> Ancient History: Research Essay English Advanced: AOS Discovery English Extension 1: Written Task English Standard: AOS Discovery Music 1: Composition
6 14/11/16		6 27/2/17	<ul style="list-style-type: none"> Industrial Technology Timber: Industry Report\ Drama: Approaches to Acting
7 21/11/16	<ul style="list-style-type: none"> Ancient History: Source Analysis Biology: Open ended investigation/ practical task Business Studies: Research Task Design & Technology: Oral Presentation English Advanced: Module B English Standard: Module B Industrial Technology Timber: Oral Presentation Japanese Continuers: Topic 1 and 2 Modern History: Source Analysis Music 1: Musicology essay Society and Culture: Written task continuity and change 	7 6/3/17	<ul style="list-style-type: none"> Content Endorsed English: Written Task Design & Technology: Innovation and emerging technologies case study English - Extension 2: Viva Voce addressing the proposal Sport, Lifestyle & Recreation Studies: Sports Injuries Visual Arts: Resolved Ideas and Practice
8 28/11/16	<ul style="list-style-type: none"> Content Endorsed English: Written task Legal Studies: Research Task Marine Studies: Excursion report PDHPE: Research report Software Design & Development: Case Study Sport, Lifestyle & Recreation Studies: Coaching Certificate 	8 13/3/17	<ul style="list-style-type: none"> PDHPE: In class task
9 5/12/16	<ul style="list-style-type: none"> Agriculture: Plant Production Investigation Earth & Environmental Science: Research Task Mathematics Extension 1: In class test Physics: Quiz/Online assignment Studies of Religion: Buddhism in-class essay 	9 20/3/17	<i>No tasks this week</i>
10 12/12/16	<ul style="list-style-type: none"> Drama: Acting Practical Mathematics 2 Unit: Assignment and Open book in class test Mathematics Extension 2: Assignment Mathematics General 1: Assignment Mathematics General 2: Assignment Visual Arts: Preparing for Practice 	10 27/3/17	Half Yearly Examination
11 19/12/16	<i>Holidays</i>	11 3/4/17	

HSC ASSESSMENT TASK CALENDAR (TERM 2, 2017 and TERM 3, 2017)

Term 2 2017 - 10 Weeks		Term 3 2017 - 10 Weeks	
Week Beginning	Scheduled Tasks	Week Beginning	Scheduled Tasks
1 24/4/17	<ul style="list-style-type: none"> Mathematics General 1 - Assignment 	1 17/7/17	No Task Week
2 1/5/17	<ul style="list-style-type: none"> Community & Family Studies: Independent Research Project (progressive due dates) 	2 24/7/17	Yearly Examination
3 8/5/17	<ul style="list-style-type: none"> Chemistry: Practical Assessment (Titration) 	3 31/8/17	
4 15/5/17	<ul style="list-style-type: none"> Earth & Environmental Science: Introduced Species Fieldwork 	4 7/8/17	
5 22/5/17	<ul style="list-style-type: none"> Ancient History: Source Analysis Sparta Chemistry: Process Task Investigations Drama: Individual Project Assessment English Extension 1: Written task English Extension 2: Report Japanese Continuers – Topic 4 and 5 Visual Arts: Powerpoint & essay response 	5 14/8/17	<ul style="list-style-type: none"> Chemistry: Examination (Option Topic) in Class English Advanced: Module C English Standard: Module C Marine Studies: Research Task Music 1: Three Electives Software Design & Development: Major Project Pt2 Sport, Lifestyle & Recreation Studies: Aust. Sport
6 29/5/17	<ul style="list-style-type: none"> Biology: Research Task English Advanced: Module A English Standard: Module A Mathematics General 1: Assignment Modern History: Research Task PDHPE: Sports Medicine Sport, Lifestyle & Recreation Studies: Individual Fitness Programs 	6 21/8/17	<ul style="list-style-type: none"> Community & Family Studies: Presentation on a support service or agency Content Endorsed English: Written Task English Ext. 1: Oral Presentation Modern History: Written Task
7 5/6/17	<ul style="list-style-type: none"> Chemistry: Field trip (Rous Water) Content Endorsed English: Written/ oral presentation Design & Technology: Prototype Presentation & Project Management Industrial Technology Timber: Folio Development & Project Management Mathematics Extension 1: Assignment Physics: Practical task/open ended investigation Software Design & Development: Major Project Part 1 	7 28/8/17	<ul style="list-style-type: none"> Japanese Continuers - Script Recording Test Society and Culture: Written Task
8 12/6/17	<ul style="list-style-type: none"> Agriculture: Elective Research Task Community and Family Studies: Case Study of a Community Group Drama: Group Performance and Logbook Mathematics 2 unit: Assignment Mathematics Extension 2: Assignment Mathematics General 2: Assignment 	8 4/9/17	<ul style="list-style-type: none"> Visual Arts: Major BOW
9 19/6/17	<ul style="list-style-type: none"> Business Studies: Research Task Legal Studies: Research Task Marine Studies: Field Study Report Studies of Religion: Hand in research project 	9 11/9/17	
10 26/6/17	<ul style="list-style-type: none"> Chemistry: Examination in Class Design and Technology: Project Realisation & Evaluation Appraisal Drama: Trial written exam English - Extension 2: Submission of draft version of the major work Industrial Technology Timber: Project Management & Realisation Visual Arts: BOW progress 	10 18/9/17	



SECTION THREE ASSESSMENT SCHEDULES

The Assessment schedules are grouped into **Board Developed Courses** and **Board Endorses Courses**.

Each course Assessment Schedule indicates the **Syllabus components** and **weightings**, the **task type** and **due date** (Term and Week).

The **syllabus outcomes** for each course will be **provided** by the class teacher.

Each **Assessment Task** will provide details of the **syllabus outcomes** being assessed.

All syllabus outcomes (except values and attitudes) should be addressed in the **course**. Often a number of outcomes can be addressed by a single task.

For further information on **assessment schedules** for courses the **class teacher** or **Head Teacher** of the subject should be contacted.

BOARD DEVELOPED COURSES CATEGORY A

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2016/17

AGRICULTURE

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK3	TASK 4
		Date Due: Term 1, 2016 Week 8	Date Due: Term 1, 2017 Week 10/11	Due Date Term 2, 2017 Week 9/10	Date Due Term 3, 2017 Week 2/3
		Task: Plant Production Investigation	Task: Half Yearly Examination	Task : Elective Research Task	Task : Yearly Examination
Knowledge and understanding of: <ul style="list-style-type: none"> The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems. The impact of innovation, ethics and current issues on Australian agricultural systems 	40%		10%	15%	15%
<ul style="list-style-type: none"> Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner. Knowledge of, and skills in, decision making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing 	40%		10%	15%	15%
<ul style="list-style-type: none"> Skills in effective research, experimentation and communication 	20%	20%			
MARKS	100%	20%	20%	30%	30%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

ANCIENT HISTORY

SYLLABUS COMPONENTS AND CONTENT AREAS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
(a) Ancient Society (b) Core Study (c) Personality (d) Historical Period	Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Week 5	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 5	Date Due: Term 3, 2017 Week 2/3
	Task: Source Analysis	Task: Research Essay	Task: Half Yearly Examination	Task: Source Analysis Sparta	Task: Yearly Examination
Knowledge and understanding of course content			20%		20%
Source-based skills	10%			5%	
Historical inquiry and research		10%		5%	
Communication of Historical understanding in appropriate forms	5%	5%		5%	
MARKS	15%	15%	20%	15%	20%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

BIOLOGY

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 6	Date Due: Term 3, 2017 Weeks 2/3
		Task: Open ended investigation/ Practical task	Task: Half Yearly Examination	Task: Research Task	Task: Yearly Examination
Knowledge and Understanding	40%		10%	20%	10%
Skills in planning and conducting first hand investigation and in communicating information	30%	20%	5%	5%	
Skills in scientific thinking, problem solving, plus communicating understandings and conclusions	30%	5%	5%	5%	15%
MARKS	100%	25%	20%	30%	25%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

BUSINESS STUDIES

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Weeks 9	Date Due: Term 3, 2017 Week 2/3.
		Task: Research Task	Task: Half Yearly Examination	Task: Research Task	Task: Yearly Examination
Knowledge and understanding of course content	40%	10%	5%	15%	10%
Stimulus-based skills	20%		10%	10%	
Inquiry and research	20%	5%			15%
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
MARKS	100%	20%	20%	30%	30%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

CHEMISTRY

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	TASK 9
		Date Due: Ongoing	Date Due: Term 4, 2016	Date Due: Term 1, 2017 Week 2	Date Due: Term 1, 2017	Date Due: Term 2, 2017 Week 3	Date Due: Term 2, 2017 Week 5	Date Due: Term 2, 2017 Week 7	Date Due: Term 2, 2017 Week 10	Date Due: Term 3, 2017 Week 5
		Task: Online MC Quizzes (core topics)	Task: Practical (molar heat of combustion)	Task: Research (nuclear chemistry)	Task: Examination In Class	Task: Practical Assessment (Titration)	Task: Process Task Investigations	Task: Field Trip and questions (Rous Water)	Task: Examination In Class	Task: Examination (Option topic) In Class
Knowledge and Understanding	40%	5%			10%				20%	5%
Skills in planning, first hand investigation and communication	25%		5%			10%	10%			
Skills in scientific thinking, problem solving, communicating understandings and conclusions	35%		5%	5%	5%			5%	10%	5%
MARKS	100%	5%	10%	5%	15%	10%	10%	5%	30%	10%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

COMMUNITY AND FAMILY STUDIES

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due : Term 2, 2017 Week 2 (Progressive due dates)	Date Due: Term 1, 2017 Week 10/11	Date Due : Term 2, 2017 Week 8	Date Due : Term 3, 2017 Week 2/3	Date Due : Term 3, 2017 Week 6
		Task: Independent Research Project (IRP)	Task: Half Yearly Examination	Task: Case Study of a Community Group	Task: Yearly Examination	Task: Presentation on a support service or agency
Knowledge and Understanding	40%		10%	5%	15%	10%
Skills	25%		5%	5%	5%	10%
Research Methodologies	35%	20%		5%	5%	5%
Marks	100%	20%	15%	15%	25%	25%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

DESIGN AND TECHNOLOGY

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Weeks 7	Date Due: Term 2, 2017 Week 7	Date Due: Term 2, 2017 Week 10	Date Due: Term 3, 2017 Week 2/3
		Task: Oral Presentation	Task: Innovation and Emerging Technologies case study	Task: Prototype Presentation and Project Management	Task: Project Realisation and Evaluation Appraisal	Task: Yearly Examination
Innovations and Emerging Technologies	40%		20%			20%
Designing & Producing	60%	20%		20%	20%	
MARKS	100%	20%	20%	20%	20%	20%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2016/17

DRAMA

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
		Date Due: Term 4, 2016 Week 10	Date Due: Term 1, 2017 Week 6	Date Due: Term 1, 2017 Week 10/11	Due Date: Term 2, 2017 Week 5	Date Due: Term 2, 2017 Week 8	Due Date: Term 3, 2017 Week 2/3
		Task : Acting Practical	Task: Approaches to Acting	Task : Examination	Task: Individual Project Assessment	Task : Group Performance and Logbook	Task: Trial exam for Group & Individual projects
Performing Drama	30%	10%				10%	10%
Critically Studying Drama	30%	10%	10%				10%
Making Drama	40%			10%	10%	10%	10%
MARKS	100%	20%	10%	10%	10%	20%	30%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2016/17

EARTH AND ENVIRONMENTAL SCIENCE

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 9	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 4	Date Due: Term 3, 2017 Week 2/3
		Task: Research Task	Task: Half Yearly Examination	Task: Introduced Species Fieldwork	Task: Yearly Examination
Knowledge and Understanding	40%	10%	10%	5%	15%
Skills in planning and conducting 1 st hand investigation and in communicating information	30%	5%	5%	15%	5%
Skills in scientific thinking, problem solving, plus communicating understandings and conclusions	30%	10%	5%	5%	10%
MARKS	100%	25%	20%	25%	30%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

ENGLISH ADVANCED

SYLLABUS COMPONENT	WEIGHTING	TASK 1	TASK 2	TASK 4	TASK 5	TASK 6
		Date Due : Term 4, 2016 Week 7	Date Due : Term 1, 2017 Week 5	Date Due : Term 2, 2017 Week 6	Date Due : Term 3, 2017 Week 2/3	Date Due : Term 3, 2017 Week 5
		Task : Module B	Task : AOS Discovery	Task : Module A	Task : Trial Examination	Task : Module C
Listening	15%	5%	5%	5%		
Speaking	15%		15%			
Reading	25%	10%			10%	5%
Writing	30%			5%	25%	
Viewing & Representing	15%			5%		10%
MARKS	100%	15%	20%	15%	35%	15%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

ENGLISH (EXTENSION 1)

(1 Unit Course: Mark out of 50)

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 1, 2017 Week 5	Date Due: Term 2, 2017 Week 5	Date Due: Term 3, 2017 Week 6	Date Due : Term 3, 2017 Week 2/3
		Task: 1 Written Task	Task: 2 Written task	Task: 3 Oral Presentation	Task: 4 Yearly Examination
Knowledge and understanding of complex texts and of how and why they are valued.	25%	5%	5%	5%	10%
Skills in: Complex analysis Sustained composition Independent investigation	25%	5%	5%	5%	10%
MARKS	50%	10%	10%	10%	20%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

ENGLISH - EXTENSION 2

(1 Unit Course: Mark out of 50)

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
		Date Due: Term 1, 2017 Week 7	Date Due: Term 2, 2017 Week 5	Date Due: Term 2, 2017 Week 10
		Task 1 Viva Voce addressing the Proposal	Task 2 Report on the impact of independent investigation on the major work	Task 3 Submission of a draft version of the major work including a reflection on progress
Skills in independent investigation	25%	5%	10%	10%
Skills in sustained composition	25%	5%	5%	15%
MARKS	50%	10%	15%	25%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

ENGLISH STANDARD

SYLLABUS COMPONENT	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Week 5	Date Due: Term 2, 2017 Week 6	Date Due: Term 3, 2017 Week 2/3	Date Due: Term 3, 2017 Week 5
		Task 1: Module B Written Task	Task 2: AOS Discovery	Task 3: Module A	Task 4: Yearly Examination	Task 5: Module C
Listening	15%	5%	5%	5%		
Speaking	15%		15%			
Reading	25%	10%			10%	5%
Writing	30%			5%	25%	
Viewing & Representing	15%			5%		10%
MARKS	100%	15%	20%	15%	35%	15%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

HISTORY EXTENSION

(1 Unit Course: Mark out of 50)

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 1, 2017 Week: 3	Date Due: Term 2, 2017 Weeks 10/11	Due Date: Term 3, 2017 Week 4	Date Due: Term 3, 2017 Weeks 2/3
		Task: Proposal	Task: Half Yearly Examination	Task: History Project	Task: Yearly Examination
What is History?	10%		5%		5%
History Project	40%	5%		35%	
MARKS	50%	5%	5%	35%	5%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

INDUSTRIAL TECHNOLOGY TIMBER

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Weeks 6	Date Due: Term 2, 2017 Week 7	Date Due: Term 2, 2017 Week 10	Date Due: Term 3, 2017 Week 2/3
		Task: Oral Presentation	Task: Industry Report	Task: Folio Development and Project Management	Task: Project Management and Realisation	Task: Yearly Examination
Knowledge and understanding of the Timber Industry	40%		20%			20%
Knowledge, skills and understanding relating to the production of a quality major project	60%	20%		20%	20%	
MARKS	100%	20%	20%	20%	20%	20%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

JAPANESE CONTINUERS

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Weeks 10/11	Date Due: Term 2, 2017 Week 5	Date Due: Term 3, 2017 Week 2/3	Date Due: Term 3, 2017 Week 7
		Task: Topics 1 & 2	Task: Half Yearly Examination	Task: Topics 4 & 5	Task: Yearly Examination	Task: Script Recording Test
Listening	30%	4%	8%	8%	10%	
Reading	30%	4%	8%	8%	10%	
Writing	20%	2%	6%	4%	8%	
Speaking	20%	2%	2%			16%
MARKS	100%	12%	24%	20%	28%	16%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

LEGAL STUDIES

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 8	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 9	Due Date: Term 3, 2017 Week 2/3
		Task: Research Task	Task: Half Yearly Examination	Task: Research Task	Task: Yearly Examination
Research and Communication	40%	20%	20%		
Knowledge and Understanding	60%			20%	40%
MARKS	100%	20%	20%	20%	40%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MATHEMATICS (EXTENSION 1)

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due: Term 4, 2016 Week 9	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 7	Date Due: Term 3, 2017 Week 2/3
			Task: In Class Test	Task: Half Yearly Examination	Task: Assignment	Task: Yearly Examination
HE1, HE3, HE4, HE5	Skills and Understanding	60%	15%	10%	15%	20%
H2, HE6, HE7	Analyse and Solve Problems	40%	10%	10%	10%	10%
	MARKS	100%	25%	20%	25%	30%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MATHEMATICS (EXTENSION 2)

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due: Term 4, 2016 Week 10	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 8	Date Due: Term 3, 2017 Week 2/3
			Task: Assignment	Task: Half Yearly Examination	Task: Assignment	Task: Yearly Examination
HE1, HE3, HE4, HE5	Skills and Understanding	60%	15%	10%	15%	20%
H2, HE6, HE7	Analyse and Solve Problems	40%	10%	10%	10%	10%
	MARKS	100%	25%	20%	25%	30%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MATHEMATICS - GENERAL 1

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due: Term 4, 2016 Week 10	Date Due: Term 2, 2017 Week 1	Date Due: Term 2, 2017 Week 6	Date Due: Term 3, 2017 Week 4
			Task: Assignment	Task: Assignment	Task: Assignment	Task: Assignment
	Knowledge and Skills	40%	10%	10%	10%	10%
	Applications	60%	15%	15%	15%	15%
	MARKS	100%	25%	25%	25%	25%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MATHEMATICS - GENERAL 2

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due: Term 4, 2016 Week 10	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 8	Date Due: Term 3, 2017 Week 2/3
			Task: Assignment	Task: Half Yearly Examination	Task: Assignment	Task: Yearly Examination
H1, H2, H4, H6, H8, H9, H10	Knowledge and Skills	40%	10%	10%	10%	10%
H3, H5, H7, H9, H10, H11	Applications	60%	20%	5%	20%	15%
	MARKS	100%	30%	15%	30%	25%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MATHEMATICS (2 unit)

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due: Term 4, 2017 Week 10	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 8	Date Due: Term 3, 2017 Week 2/3
			Task: Assignment and open book test	Task: Half Yearly Examination	Task: Assignment	Task: Yearly Examination
H1, H3, H5, H6, H7	Skills and understanding	80%	20%	15%	20%	25%
H2, H4, H5, H9	Analyse and solve problems	20%	5%	5%	5%	5%
	MARKS	100%	25%	20%	25%	30%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MODERN HISTORY

SYLLABUS COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 6	Date Due: Term 3, 2017 Week 2/3	Date Due: Term 3, 2017 Week 6
		Task: Source Analysis	Task: Half Yearly Examination	Task: Research Task	Task: Yearly Examination	Task: Written Task
Knowledge and understanding of course content	40%			10%	15%	15%
Source-based skills	25%	10%			10%	
Historical inquiry and research	25%		10%	10%		
Communication of Historical understanding in appropriate forms	25%	5%	5%			10%
MARKS		15%	15%	20%	25%	25%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MUSIC 1

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Week 5	Date Due: Term 1, 2017 Weeks 10/11	Date Due: Term 3, 2017 Weeks 2/3	Date Due: Term 3, 2017 Week 5
			Task: Musicology Essay	Task: Composition	Task: Half Yearly Examination - Aural	Task: Examination Performance - Aural	Task: Three Electives
4, 5, 6, 7, 8	Musicology	10%	10%				
3, 7, 8, 10, 11	Composition	10%		10%			
2, 4	Aural	10%			10%		
1, 2, 3, 5, 6, 9, 10	Three Electives	45%					45%
1, 3, 9	Compulsory Core Performance	10%				10%	
2, 4	Aural	15%				15%	
MARKS		100%	10%	10%	10%	25%	45%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 8	Date Due: Term 1, 2017 Week 8	Date Due: Term 2, 2017 Week 6	Date Due: Term 3, 2017 Week 2/3
		Task: Research Report	Task: In class task	Task: Sports Medicine	Task: Yearly Examination
Core 1 - Health Priorities	30%	25%			5%
Core 2 - Factors Affecting Performance	30%		25%		5%
Option 3 - Sports Medicine	20%			20%	
Option 4 - Improving Performance	20%				20%
MARKS	100%	25%	25%	20%	30%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2016/17

PHYSICS

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 9	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 7	Due Date: Term 3, 2017 Week 2/3
		Task: Quiz/Online Assignment	Task: Half Yearly Examination	Task: Practical Task/ Open Ended Investigation	Task: Yearly Examination
Knowledge and Understanding	40%	5%	10%	10%	15%
Skills in planning and conducting 1 st hand investigation and in communicating information	30%	10%	5%	10%	5%
Skills in scientific thinking, problem solving, plus communicating understandings and conclusions	30%	10%	5%	5%	10%
MARKS	100%	25%	20%	25%	30%

Board Developed Course

Higher School Certificate Course
Assessment Schedule - 2016/17

SOCIETY AND CULTURE

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due: Term 4, 2016 Week 7	Date Due: Term 1, 2017 Week 3	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 3, 2017 Week 2/3	Due Date: Term 3, 2017 Week 7
		Task: Written Task Continuity and change	Task: Oral Report + Application of Methodologies (PIP Intro)	Task: Half Yearly Examination	Task: Yearly Examination	Task: Written Task
Core	40%	10%	20%		10%	
Depth Study One	30%			20%	10%	
Depth Study Two	30%				10%	20%
MARKS	100%	10%	20%	20%	30%	20%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

SOFTWARE DESIGN AND DEVELOPMENT

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Date Due: Term 4, 2016 Week 8	Date Due: Term 1, 2017 Weeks 10/11	Date Due: Term 2, 2017 Week 7	Due Date: Term 3, 2017 Weeks 2/3	Date Due: Term 3, 2017 Week 5
		Task: Case Study	Task: Half Yearly Examination	Task: Major Project Part 1	Task: Yearly Examination	Task: Major Project Part 2
Knowledge and understanding about development and impact of software solutions and the software development cycle	20%		5%	5%	10%	
Design and development of software solutions	35%	5%	5%	5%	10%	10%
Project management techniques	20%	5%		5%	5%	5%
Projects	25%			10%		15%
MARKS	100%	10%	10%	25%	25%	30%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

STUDIES OF RELIGION

SYLLABUS COMPONENTS AND CONTENT AREAS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 9	Date Due: Term 1, 2017 Weeks 10/11	Due Date: Term2, 2017 Week 9	Date Due: Term 3, 2017 Week 2/3
		Task: Buddhism In class essay	Task: Half Yearly Examination	Task: Islam Hand in research	Task: Yearly Examination
Knowledge and understanding of class content	45%	5%	10%	10%	20%
Investigation and Research	30%	10%	10%	10%	
Communication of ideas in appropriate form	25%	10%	5%	5%	5%
MARKS	100%	25%	25%	25%	25%

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

VISUAL ARTS

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7
		Date Due: Term 4, 2016 Week 10	Date Due: Term 1, 2017 Week 7	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 5	Due Date: Term 2, 2017 Week 10	Due Date : Term 3, 2017 Week 2/3	Due Date: Term 3, 2017 Week 8
		Preparing for Practice	Resolved Ideas and Practice (Planning and preparation for Major Work completed)	Half Yearly Examination	Essay response	BOW progress	Yearly Examination	Major BOW
Art Making (Practical)	50%	10%	5%			15%		20%
Criticism and Historical (Theory)	50%	10%		10%	15%		15%	
MARKS	100%	20%	5%	10%	15%	15%	15%	20%

BOARD DEVELOPED COURSES

CATEGORY B

IMPORTANT NOTES relating to Assessment in VET Courses

VET courses can have dual accreditation - they count as 2 units from the Board of Studies, Teaching and Educational Standards (BOSTES) toward your HSC AND the successful achievement of competencies may award students with a Vocational Qualification (ie. Certificate II or III) or a Statement of Attainment toward a qualification, if only some competencies have been achieved.

Students are to note that the information in the above table relates only to the School-based (Internal) assessment to satisfy requirements for BOSTES. Completion of mandatory Work Placement is also required by BOSTES (70 hours over years 11 and 12)

Competency –based Assessment

As this is a competency based course, all students must work consistently throughout the course to develop the competencies, skills and knowledge as described in the Industry Framework to gain an AQF qualification.

As such, all VET coursework is assessable and students will be given progressive assessment tasks during the course. These will be used to demonstrate their ability and be deemed either 'competent' or 'not yet competent'. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry environment.

Students will be given more specific information regarding competency-based assessment tasks in class time rather than in this booklet. Competency-based assessment tasks relate to the award of a vocational qualification rather than BOSTES requirements.

Students must allow time to manage the completion of progressive competency tasks and coursework throughout the year, in conjunction with the internal assessments outlined in this booklet.

External Assessment (optional HSC examination)

Students may choose to sit the HSC exam for VET courses. If it is a student's only Category B course it may also contribute to the award of an ATAR. **Advice must be sought from the Careers Advisor and your teacher before electing not to sit the HSC exam.**

However, the examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Board Developed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

ENTERTAINMENT INDUSTRY CERTIFICATE III

Live Production, Theatre & Events - Technical Operations

Unit Of Competency	Task 1	Task 2
	Date Due: Term 1, 2017 Week 10/11 Half Yearly Examination	Date Due: Term 3, 2017 Week 2/3 Yearly Examination
1. Source and apply entertainment industry knowledge 2. Participate in OHS processes 3. Work with others 4. Apply a general knowledge of lighting to work activities 5. Apply first aid 6. Provide quality service to customers 7. Deal with conflict and resolve complaints 8. Manage own work and learning 9. Apply a general knowledge of audio to work activities 10. Communicate in the workplace 11. Apply a general knowledge of vision systems to work activities 12. Apply a general knowledge of staging to work activities 13. Use hand tools	40%	
1. Source and apply entertainment industry knowledge 2. Participate in OHS processes 3. Work with others 4. Apply a general knowledge of lighting to work activities 5. Apply first aid 6. Provide quality service to customers 7. Deal with conflict and resolve complaints 8. Manage own work and learning 9. Apply a general knowledge of audio to work activities 10. Communicate in the workplace 11. Apply a general knowledge of vision systems to work activities 12. Apply a general knowledge of staging to work activities 13. Use hand tools 14. Handle physical elements safely during bump in/bump out 15. Maintain physical production elements 16. Operate staging elements		60%

HSC Hospitality and Entertainment Student Competency Assessment Schedules to come from Tamworth RTO

School Name:

Student Competency Assessment Schedule

COURSE: HSC 2016 - Entertainment

Assessment Events for Statement of Attainment towards CUA30413 Certificate III in Live Production and Services		Event 9	Event 8	Event 11	Event 10		Event 12
		HSC ½ Year Exam	Audio Vision	HSC Trial	Staging	Work Placement	Spots or Event 13/14/15
		Term 1 Week 10 Weighting 40%	By Term 2 Week 2	Term 2 Week 10 Weighting 60%	By Term 3 Week 1	Various Dates	By Term 3 Week 10
Code		Content to date		Content to date			
CUAVSS302	Operate vision systems		X				
CUASOU301	Undertake live audio operations		X				
CUSSOU301A	Provide sound reinforcement		X				
CUASTA301	Assist with production operations for live performance				X		
CUFLGT303A	Install and operate follow spots						X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30413 Certificate III in Live Production and Services.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES/reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.



School Name:

Student Competency Assessment Schedule

COURSE: HSC Hospitality

Assessment Events for SIT20213 Certificate II in Hospitality		Work Placement 2*	Event 4	Half Year Exam*	Event 5	Event 6	Trial HSC Exam*	Event 7	Holistic
		Term 4 2015 Week 4	By Term 4 2015 Week 8	Term 1 2016 Week 10	By Term 2 2016 Week 2	By Term 2 2016 Week 8	Term 2 2016 Week 10	By Term 3 2016 Week 6	By Term 3 2016 Week 10
Code	Unit of Competency			40% Weighting			60% Weighting		
SITHIND202	Use hospitality skills effectively								X
BSBWRK203B	Work effectively with others		X						
SITHIND201	Source and use information on the hospitality industry		X						
SITHFAB206	Serve food and beverage				X				
SITHFAB204	Prepare and serve espresso coffee				X				
SITHFAB203	Prepare and serve non-alcoholic beverages				X				
SITXFSA201	Participate in safe food handling practices					X			
SITHACS101	Clean premises and equipment					X			
BSBSUS201A	Participate in environmentally sustainable practices							X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality (SIT20213) or a Statement of Attainment towards a Certificate II in Hospitality (SIT20213).

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

CONTENT & BOARD ENDORSED COURSES

(These courses do not count towards an ATAR)

Content Endorsed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

**CONTENT ENDORSED ENGLISH – HSC
(English Studies)**

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 8	Date Due: Term 1, 2017 Week 7	Date Due: Term 2, 2017 Week 7	Date Due: Term 3, 2017 Weeks 6
		Task: 1 Written Task	Task: 2 Written Task	Task: 3 Written/Oral Presentation	Task: 4 Written Task
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.	30%	10%	5%	10%	5%
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	30%		10%	10%	10%
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25%	10%	5%		10%
Students will develop skills in planning and working individually and collaboratively	15%	10%		5%	
MARKS	100%	30%	20%	25%	25%

Board Endorsed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

MARINE STUDIES

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Date Due: Term 4, 2016 Week 8	Date Due: Term 1, 2017 Week 10/11	Date Due: Term 2, 2017 Week 9	Due Date: Term 3, 2017 Week 5
		Task: Excursion Report	Task: Half Yearly Examination	Task: Field Study Report	Task: Research Task
MARKS	100%	25%	25%	25%	25%

Board Endorsed Course

**Higher School Certificate Course
Assessment Schedule - 2016/17**

SPORT, LIFESTYLE AND RECREATION STUDIES

SYLLABUS COMPONENTS	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Date Due: Term 4, 2016 Week 8	Date Due: Term 1, 2017 Week 7	Date Due: Term 2, 2017 Week 6	Due Date: Term 3, 2017 Week 5
			Task : Coaching Certificate	Task : Sports Injuries	Task : Individual Fitness Programs	Task : Australian Sport Programs
Knowledge	Knowledge and Understanding	50%	25%			
Skills	Research and Analysis	50%		25%	25%	20%
MARKS		100%	25%	25%	25%	20%

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