Assessment Policy & Course Schedules

For the 2016 Preliminary Course [Year 11]
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ASSESSMENT POLICY

Preliminary and HSC Assessment Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Preliminary course in any individual subject satisfactorily. The Principal will be asked to confirm that you have satisfactorily completed Preliminary course requirements before your entry for the HSC can be declared valid. Most School Preliminary courses will be completed by Term 4, and you will then begin work on your HSC course work which will be included in your HSC examination.

The Purpose of Your School Assessment?

There are some aspects of your study which cannot be adequately assessed through examinations, such as practical work in Science and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course. In Year 12, your HSC subject assessment marks are submitted to the Board of Studies. Your assessment marks are worth 50% of your HSC.

Satisfactory Completion of a Course

To get your HSC in a subject, the Principal must state that you have satisfied requirements. “Satisfactory completion” means that, in the Principal’s view, there is sufficient evidence that you have:

- followed the course developed or endorsed by the Board of Studies;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Preliminary or HSC course by the school;
- achieved some or all of the course outcomes;
- attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

Pattern of study to qualify for the HSC

To qualify for the HSC you must study a pattern of Preliminary and HSC courses. You must check that your Preliminary pattern of study included:

- at least 12 units of which six units must be from Board-developed courses:
- at least two units of English

Your HSC pattern of study must include at least 10 units, including two units of English.

Credentials

The Higher School Certificate is awarded to students who have completed all eligibility requirements.

The Higher School Certificate Record of Achievement is awarded when you leave school. If you leave school before completing the HSC your Record of School Achievement will list school allocated grades for Preliminary courses which you have completed satisfactorily along with your Year 10 grades.

Your Higher School Certificate Record of Achievement will list each subject that you have studied satisfactorily in Year 11, as well as your Year 12 HSC courses. It will show two marks for each Board Determined Course. One mark is the scaled mark gained in the HSC examination. The other is the school assessment mark.

A certificate and a statement of attainment are issued for each VET course studied.

Assessment Requirements for Board Developed Courses and Board Endorsed Courses

The Year 11 assessment grades submitted to the Board are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Grades must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.

Common Grade Scale for Preliminary Courses

A common grade scale for Preliminary Courses applies to all Board Developed Courses and Board Endorsed Courses. The grade descriptions provide an outline of student performance expected at each grade level, based on the knowledge, skills and understandings developed in the Stage 6 syllabuses.

The Common Grade Scale describes performance at each of five grade levels.

A) The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B) The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C) The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D) The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E) The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

School Assessment Tasks
School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

At the end of each major examination you will be provided with your ranking within the course at that time.

Reports will be available on a regular basis. Each report will indicate your ranking for each course at that time.

The HSC Assessment Marks
Concord High School assessments are provided to the Board of Studies for each Board Determined Course studied at HSC level by each student. Assessments for Board Determined Courses are moderated by the Board of Studies against the marks gained in the HSC examination. This process ensures comparability between the assessment marks submitted by each school. The mark submitted by the school is not the mark which will appear on your HSC, but the rank order remains the same.

The school is not permitted to tell you your final assessment mark in Year 12. You will be told your rank within your course group.

Course Assessment Schedule
It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, in writing, at least two weeks prior to the task.

University Entry
The Australian Tertiary Admission Rank (ATAR) is calculated from the best 10 units in Board Developed Courses subject to the following restrictions.

- at least two units of English must be included
- at least three Board Developed Courses of two units value or greater must be included
- courses from at least four subjects must be included
- at most, two units of Category B courses may be included

The List of Category B Courses
1. Accounting
2. Business Services Examination (240 hours)
3. Construction Examination (240 hours)
4. Electrotechnology Examination
5. Information Technology Examination (240 hours)
6. Metals and Engineering Examination (240 hours)
7. Primary Industries Examination (240 hours)
8. Retail Services Examination (240 hours)
9. Hospitality Examination (240 hours)
10. Tourism Examination (240 hours)

Vocational Education and Training (VET) Courses

Work Placement

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a mandatory HSC requirement of each course within this framework. 2U VET Courses comprise 70 hour work placement. (35 hours Preliminary, 35 hours HSC Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies

Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

Part-time Work

Under some circumstances, students’ part-time work in an appropriate workplace may be used to fulfill work
placement requirements. For further details, see your class teacher.

**The Purposes of VET Assessment**

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning incomes for each module, for the purpose of achieving AQF Qualifications, Statements of Attainment and Board of Studies requirements.

**Competency Based Assessment**

The courses within the VET Curriculum Frameworks are competency based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment be used for the competencies achieved.

The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either competent or not yet competent. This judgement is made on the basis of evidence, which may be in a variety of forms.

Students may take a maximum of three attempts at achieving an element of competency. Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together. Competence is the integration of a wide range of skills, knowledge and attitudes.

**Qualified Assessors**

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work placements supervisors if they are qualified workplace assessors.

**Competency Records**

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement on an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

**Higher School Certificate Examination – VET Courses**

The Higher School Certificate examination in VET courses is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination.

The examination is independent of the competency based assessment undertaken during VET courses and has no impact on student eligibility for AQF qualifications.

A written exam component will be included in both the Half Yearly and Yearly school assessments.

**Sickness and Misadventure**

**Student attendance before an assessment task**

Students will be signed in for the whole school day and attend all timetabled lessons or scheduled school activities (excursions) on the day of an assessment task and the school day prior to an assessment task.

**Student is absent from an assessment task due to sickness**

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- notify the school by phone on 9745 3777 on the day of the task or as soon as possible following this date. If it is a hand in task the Head Teacher of the course must be contacted. If it is an examination, the Deputy Principal of the year group must be contacted.
- complete an illness/misadventure form (Appendix A), with an attached doctor’s certificate, and present it to the Head Teacher on the first day of return to school. The doctor’s certificate should state: “(Student name) was not fit to attend the assessment task on…” Post dated doctor’s certificates will not be accepted. The task must be submitted at this time if it is a hand in task or an appropriate time is negotiated to complete the task with the Head Teacher for examinations and oral presentations.

The Head Teacher may award an extension of time or a mark may be awarded based on a substitute task or on other available information.

**Student is absent due to a misadventure**

Misadventure refers to an event beyond the student’s control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- notify the school by phone on 9745 3777 on the day of the task or as soon as possible following this date. If it is a hand in task the Head Teacher of the course must be contacted. If it is an examination the Deputy Principal of the year group must be contacted.
- submit an illness / misadventure form (Appendix A); with appropriate supporting documentation, to the head teacher on the first day of return to school to negotiate alternative arrangements. The task must be submitted at this time if it is a hand in task or an appropriate time is negotiated to complete the task with the Head Teacher for examinations and oral presentations.
An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

**Students who complete the assessment task and suffer illness/misadventure**

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/Misadventure appeal form (Appendix A) and provide documentary evidence such as doctor’s certificate, clearly detailing and supporting the illness or misadventure.** The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Deputy Principal as soon as possible after the assessment task.

**Hand-In tasks**

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task on the due date and during the allocated lesson time. A zero mark will be awarded if the task is submitted after the allocated lesson time.

In the event of illness, the task is to be submitted by 8:56am to the office staff, who will issue a receipt for the collection of the task and hand it to the relevant head teacher. Alternatively an illness and misadventure form accompanied by appropriate supporting documentation ie medical certificate and the assessment task should be submitted to the teacher/Head teacher on the first day that the student returns to school.

A student can seek from the Head Teacher an extension of time to submit the task. An illness / misadventure appeal form (Appendix A) must be submitted to the Head Teacher with appropriate supporting documentation before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

**Oral Presentations**

Oral presentations should be submitted to the teacher/faculty as specified on the notification of assessment. A copy of the oral presentation must be submitted on the due date generally being the first day that the speeches begin, during the lesson time.

A zero mark will be awarded if the task is submitted after the allocated lesson time unless an illness and misadventure form is submitted with the appropriate supporting documentation such as a medical certificate.

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**Technology and assessment tasks**

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email, USB, CD.
- Email the task directly to the classroom teacher.

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**Appeals Surrounding the Assessment Procedure**

**Grounds for an appeal**

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

**Appeals Process**

When a student feels that a decision applied to his/her work is not consistent with the school’s assessment policy and procedures he/she may appeal. The **first appeal MUST be to the head teacher.**

Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal to the Principal / Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the Board’s requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

If not satisfied with the school’s decision, a student may make a subsequent appeal to the Board of Studies. The Board of Studies will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.
Academic Integrity

The Board of Studies has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.

Strategies to ensure the authenticity of student responses to tasks.

All students entering Stage 6 studies will have completed The HSC: All My Own Work program designed to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Strategies that teachers can use:

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- asking students to submit a task at critical points in its development
- having students submit their original drafts in addition to their final work

- incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. **Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task.** Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the Head Teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

Board of Studies Register of Malpractice in HSC Assessment Tasks

In the HSC year students who are involved in malpractice must be entered in to the BOS register of malpractice in HSC Assessment Tasks.

Types of malpractice in HSC assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination.
- Using the words, ideas, designs or workmanship of others without acknowledgement.
- Copying from another student.
- Paying someone to write or prepare an assessment task.

All incidents of malpractice will be registered at the school and entered onto the Board of Studies malpractice register.
Course Requirements: N Award Process

Satisfactorily completing the 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 Board;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes.

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal / Principal.

For all absences greater than three days, students are to complete an Exemption from school form. These forms are available from the side office.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student’s ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, eg. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have on the HSC;
- complete the Exemption from school form and attached a copy of the airline ticket;
- Appendix B Overseas or interstate trips for each subject studied. This form is to be signed by the head teacher of each subject, parent and year advisor.
- Both forms are to then be submitted to the Principal for approval at least three weeks in advance.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this.

Non-serious attempts

Students studying an HSC course must make a genuine attempt to complete course requirements. These requirements include students applying 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. It is a matter for the teacher’s professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should they not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC assessment mark should assist students in preparation for tasks that are part of the HSC Assessment program.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment marks for that course.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an ‘N determination’ in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an ‘N’ determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student may be interviewed by the classroom teacher. On the second warning letter, the student and their parents may be required to attend an interview with the head teacher (this may involve phone contact).

An N determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the students' Record of Achievement.
Disability Provisions for Examinations

The Board of Studies may provide disability provisions for students in the School Certificate and Higher School Certificate examinations.

The Board may approve disability provisions if a student has a special need which would, in a normal examination situation, prevent him or her from:

- reading and interpreting the examination questions and/or
- communicating his/her responses.

Principals have the authority to decide on and to implement special provisions for school-based assessments including tests. ACE Manual 13.1

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student’s functioning in an examination situation. ACE Manual 13.2

Disability Provisions at Concord High School

Concord High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects his/her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using the Board of Studies general guidelines, however, there is no guarantee that the Board of Studies will allocate the same provisions.

Concord High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LAST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the STLA, school counsellor or Deputy Principal.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

Accelerants and Accumulants

Accumulants

In cases of demonstrated need, students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of the Board.

Accelerant Students

In exceptional circumstances, students may accelerate into Preliminary and/or HSC board developed courses in advance of their usual cohort or in less than the Board’s stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the Board’s Guidelines for Accelerated Progression (revised 2000).

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Students transferring to the school

For students who commence study at Concord High School between the commencement of the assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student’s Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at the school. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.
Senior Learning Centre

Concord High School values the importance of good study habits in the achievement of potential. The Senior Learning Centre is fully staffed every period Monday to Friday and is open Recess and Lunch. The many resources available to senior students include 13 computers, past examination papers, numerous study guides with student samples of HSC answers and examiners’ comments.

The rules of the Senior Learning Centre are:

- Senior students are expected to use the Senior Learning Centre at any time they do not have a class (optional when permission has been granted to arrive late or leave early). However, students should not be in the Senior Learning Centre in timetabled lessons unless special permission has been granted by your class teacher.
- Students must have their names marked off on the roll whenever they are scheduled to be in the Learning Centre.
- The primary purpose of the centre is as a study centre. Students are expected to work and respect the rights of others to work in this venue.
- Conversation should be kept to a low level.
- If it does not disturb others, quiet music may be played on the central player. I-pods should not be used in the SLC as with the rest of the school.
- The television and DVD player are available for you to use for work-related video watching and general interest such as overseas news before school hours.
- The lounge corner is available for brief periods of relaxation and ‘time out’, as well as discussion groups. Unless you are working in such a group, limit your time there to 10 minutes.
- The ‘Quiet Room’ is for silent work.
- The supervisors are happy to assist and advise you with any work or career-type questions or problems.
- Food and warm drinks can be heated in the Senior Learning Centre’s microwave but should be eaten outside (Playground). This should only happen before school, at recess and lunchtime, not during lesson time.
- Computers are provided for your school work. They are not to be used for playing games.
- Board games eg. chess, are available for a brief break, when negotiated with the supervisor. They should be used for only a small proportion of your time in the centre.
- Do not leave valuables outside.
- Pass outs are available for students to briefly leave the Learning Centre if required to attend an alternative venue (with permission).

- Students are to use their time wisely. The Learning Centre teacher will assist all senior students with their research and study. Use it appropriately and respect the needs of others.

Board of Studies

The Board of Studies:

- sets the core curriculum by developing syllabuses for Kindergarten to Year 12 and provides support materials for teachers and parents;
- manages the NSW School Certificate external Tests (Year 10) and the Higher School Certificate Examinations (Year 12) each year;
- assesses student achievement and awards high quality credentials to meet the needs of the full range of students;
- promotes the provision of quality education by developing, communicating and implementing educational policies and practices;
- provides advice on grading and assessment policy and procedures;
- promotes the provision of quality education through the registration and accreditation of non-government schools, certifying that they may teach students and enter students for the examinations; and
- effectively manages its resources so that educational objectives are met.

Syllabus Requirements:

Students may access the Board of Studies webpage:

All updates to syllabus requirements will be located on this webpage. It is updated daily and has all the relevant dates for things like; Advice Line, HSC timetables, dates for the release of marks and appeals and copies of past papers so students can access them for home study and extra practice.

The Board of Studies: Official Notices section houses all new information and changes to any of the syllabus requirements. Students and parents have access to this information. Teachers will keep abreast of changes, but students are also encouraged to check the website for their own information.
The Higher School Certificate – Some Key Words

The Board of Studies has published a glossary of words that will make the demands of questions explicit. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

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

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

Today’s Date: 19/03/2016

Subject: English

Course: Standard

TASK: Task 2: Case Study of a text

WEIGHTING: 10%  DUE DATE: 18/03/2016

Reasons for missing the task: Illness – broke wrist and had to go to hospital for treatment

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate MUST be attached to the back of this form if your reason is ILLNESS

Medical Certificate is attached: YES / NO

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began

YES / NO

Candi

Class

Wor

Signa

Head

Locn

Provid
CONCORD HIGH SCHOOL

STAGE 6 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM

Submit this proforma to the HEAD TEACHER on the DAY YOU RETURN TO SCHOOL

Signature: _______________________________ Date: _______________________________

A new form is required for each missed task

APPEALS COMMITTEE: DECISION _____________________________________________________

Deputy Principal in Charge of Year 11/12: _______________________________
Principal: ________________________________________________________________

Name of Candidate: _______________________________ Today’s Date: _______________________________

Subject: ____________________________________________________________ Course: _______________________________

TASK: __________________________________ WEIGHTING _______ DUE DATE: _______________

Reasons for missing the task: ________________________________________________________________

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate MUST be attached to the back of this form if your reason is ILLNESS Medical Certificate is attached: YES / NO

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began YES / NO

Candidate Signature: _______________________________ Parent/Guardian Signature _______________________________

Classroom Teacher /Exam Supervisor comment: ______________________________________________________

Signature: _______________________________ Date: _______________________________

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO __________________________________________

Signature: _______________________________ Date: _______________________________

APPEALS COMMITTEE: DECISION _________________________________________________________

Deputy Principal in Charge of Year 11/12: ___________________________________
Principal: _______________________________

Provider Name: NSW Department of Education and Communities – Schools CRICOS Code 00588M

2016 Preliminary Assessment Booklet
CONCORD HIGH SCHOOL
OVERSEAS OR INTERSTATE TRIPS

VARIATION TO STUDIES

_____________________________  YEAR: ____________

DESTINATION: ___________________________

APPROVED: YES / NO

DATE OF DEPARTURE: _________________  DATE OF RETURN: _________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Work/Assessment Tasks that will be missed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

HEAD TEACHER’S COMMENT: The consequences of missing the above work will be: ________________________________

Signature of Parent/Guardian: _____________________________________________  Date: ________________________

Year Adviser’s Signature: _________________________________________________  Date: ________________________

Deputy/Principal’s Signature: _____________________________________________  Date: ________________________

In addition to this form, students are to complete an application for exemption from school form.

CRICOS Provider Name: NSW Department of Education and Communities – Schools CRICOS Code 00588M
## YEAR 11 ASSESSMENT SCHEDULE SUMMARY 2016

<table>
<thead>
<tr>
<th>W</th>
<th>TERM 1 2016</th>
<th>TERM 2 2016</th>
<th>TERM 3 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General Mathematics</td>
<td>English Advanced</td>
<td>English Standard</td>
</tr>
<tr>
<td>2</td>
<td>Ancient History</td>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>3</td>
<td>MID COURSE EXAMINATION</td>
<td>Chinese Background</td>
<td>PDHPE</td>
</tr>
<tr>
<td>4</td>
<td>MID COURSE EXAMINATION</td>
<td>Economics</td>
<td>Engineering</td>
</tr>
<tr>
<td>5</td>
<td>Business Studies</td>
<td></td>
<td>ESL</td>
</tr>
<tr>
<td>6</td>
<td>Design &amp; Technology</td>
<td>Design &amp; Technology</td>
<td>English Studies</td>
</tr>
<tr>
<td>7</td>
<td>Ancient History</td>
<td>Legal Studies</td>
<td>CAFS</td>
</tr>
<tr>
<td>9</td>
<td>Economics</td>
<td>Drama</td>
<td>English Ext. 1</td>
</tr>
<tr>
<td>10</td>
<td>Chemistry</td>
<td>Chinese Background</td>
<td>Chinese Background</td>
</tr>
</tbody>
</table>

- Students should check individual Course Assessment Schedules for details and nature of tasks.
- This is subject to change – students will be issued with a notification of assessment prior to assessment tasks.
- Ongoing tasks, including major projects are not listed in this schedule (this includes externally assessed tasks).