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To be eligible for the award of the Higher School Certificate, students must comply with the eligibility requirements, the course restrictions and the rules and regulations set down by the NSW Board of Studies (BOS):

- **Preliminary Course** – students must complete a minimum of 12 units including at least 6 units of Board Developed Courses, two units of which must be English. The remaining units may be Board Developed (courses for which the Board itself sets the syllabuses and the examination) and/or Board Endorsed (developed and examined by the school) and/or Content Endorsed (developed by the BOS).

- **HSC course** - students must complete a minimum of 10 units including at least 6 units of Board Developed Courses, two units of which must be English. The remaining units may be Board Developed (courses for which the Board itself sets the syllabuses and the examination) and/or Board Endorsed (developed and examined by the school) and/or Content Endorsed (developed by the BOS). Students may accumulate their HSC over a period of up to five years.

### Course Completion Requirements

For the satisfactory completion of a course, it is your responsibility to:

a) follow the course developed or endorsed by the Board; and

b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieve some or all of the course outcomes.

Satisfactory completion of a course is judged by your attendance, level of involvement in class, the completion of assessment tasks, homework and your level of achievement. If the principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have achieved satisfactory completion of a course, you will receive an ‘N’ determination for that course. This may mean that you are not credentialled for a preliminary or HSC course. This may then deem you ineligible for the award of the HSC.

You have the right to appeal against an ‘N’ determination. The appropriate form can be obtained from your principal. Appeals against ‘N’ determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the principal that you wish the appeal to be referred to the Board of Studies.

### Attendance

Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. If leave has been granted during the year there will be no effect on course completion requirements provided that you have completed compensatory assignments during the period of absence or have been able to catch up on missed work on your return to school. If absence is prolonged and work is not possible during the period, the principal may judge that it is not feasible to make up the work during the year. Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on the satisfactory completion of a Preliminary course or HSC course. As a result, this may deem a student ineligible for the award of the HSC.

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**Section 1**

**Higher School Certificate Eligibility**

**Student Information**

Detailed information can be found at the NSW Board of Studies website:

Record of Achievement

Preliminary Course
A Record of Achievement is awarded by the NSW Board of Studies to eligible students at the end of Year 11 (Preliminary). It lists all Preliminary courses satisfactorily completed. No marks or grades are recorded on this certificate. See below for a sample Preliminary Record of Achievement.
The Higher School Certificate (HSC)
All students who successfully complete the Higher School Certificate receive a Higher School Certificate Portfolio to hold their Board of Studies credentials and other important documents acquired during their time at school, such as school reports and references.

Students receive the following documents:

1. HSC Testamur

This shows that a student is eligible for the HSC. It includes the student's name, school and the date of the award.
2. HSC Record of Achievement (ROA)
This shows school assessment marks, examination marks, HSC marks and performance bands.

- **Assessment mark** - school-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course (except VET courses). The Board puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools. This moderated assessment mark is then recorded on the ROA. The assessment mark for Board Endorsed Courses (except VET Courses) is not moderated and will appear on the Record of Achievement.

- **Examination mark** – students are required to sit for an external examination in each Board Developed Course they study. Marks for these exams are recorded in the ROA. The examination consists of a written paper, and for some courses may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

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

- **Performance band** - the student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90 - 100) and where the minimum standard expected is 50. A performance band of E1-E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.
3. HSC Course reports

Students receive an HSC course report for each course with an external examination that has been completed satisfactorily. The course report shows the student's assessment mark, examination mark, HSC mark and performance band with a description of what a student within that band typically knows, understands and can do. In most courses, it also has a graph showing where the student's HSC mark lies within the state distribution of all student performances in that course.
4. **HSC Result Summary** - The result summary is issued to students when results are released in December. It provides a summary of a student's results before the final, more detailed documents are issued.
5. AQF VET Certificate

This certificate is awarded to students in Vocational Education and Training (VET) courses who successfully complete all requirements of an Australian Qualifications Framework VET Certificate.
6. VET Statement of Attainment

A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.
Australian Tertiary Admission Rank
Student Information

The HSC results are used by the Universities Admissions Centre (UAC) to calculate a rank order of students known as the Australian Tertiary Admission Rank (ATAR).

The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements. The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement relative to other students.

Calculation of a ATAR is optional. Students undertaking the HSC may indicate that they wish to have a ATAR calculated. Many students who do not wish to gain entry to university do not request calculation of a ATAR. To be eligible for a ATAR, students must satisfactorily complete at least 10 units of eligible Board Developed Courses for which formal examinations are conducted by the Board of Studies.

The total of student’s best 10 ‘scaled’ units, produces a ATAR, e.g. ATAR 67·00 is more highly ranked than ATAR 66·95 or ATAR 55·45.

Further information is available on the UAC website: [http://www.uac.edu.au/](http://www.uac.edu.au/)

HSC: All My Own Work
Student Information

The ‘HSC: All My Own Work’ program is designed to help Higher School Certificate 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.

From 2008, all students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program, or its equivalent.

The program has been developed as part of the NSW Government's strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others
Section 2
Swansea High School
Excerpts from Preliminary and HSC Assessment Policy

Student Information

Appealing the outcome of an assessment task.
Students may appeal, in writing, the outcome of an assessment task. The appeal must clearly state the reason(s) for the appeal. Where relevant, the appeal must have attached any supporting documentation. Any appeal must be submitted within one week of receiving feedback about the task.
The appeal will initially be considered by the relevant Head Teacher. If a satisfactory outcome cannot be achieved the student may approach the Appeals Committee. This committee will be convened by the Deputy Principal responsible for HSC Assessment.
“There can be no appeal to the Board against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school at the time the task is returned.”(BOS)

Assessment Rank Order Notice.
HSC Assessment Rank Order Notice will be made available to students in line with BOS guidelines at the conclusion of the HSC. Students have the right to appeal their ranking. Initially, appeals will be dealt with by the Principal. Students may appeal the Principal's decision to the Board of Studies.

Assessment Task Schedule
Due to the unique nature of each course, students will be issued with an Assessment Schedule that is consistent with syllabus requirements for each course they study. The schedule provides a year overview of assessment tasks for the course, including details of due dates, weightings and the outcomes that will be assessed.

Total Number of Tasks
Formal assessment does not need to occur too frequently. A range and balance of task types should be used. Three to five assessment tasks for a course is recommended and should prove to be sufficient.

Assessment Notification
The information contained in this booklet is considered to be a guide to the notification of assessment tasks. An assessment schedule for each course will be given to each student at the commencement of the course. Written notice of each assessment task, which will include the outcomes and the criteria of assessment, will be given by individual teachers no less than two weeks before the due date. It is anticipated that considerably longer notice than this will usually be given. Students will also be informed about what is expected of them to complete a particular task.

A copy of the Assessment Task Notification Sheet (Attachment 3) can be found on page 22.

Students will be provided with the following information for each assessment task:
- Which components or outcomes are to be assessed.
- How these components or outcomes will be assessed.
- When these components or outcomes will be assessed.
- The relative value of each task.

If a student’s responsibility on return to school from any absence to check for assessment tasks handed out during their absence.

Assessment Task Scheduling
Where possible, students will not be given too many tasks during any given period. An attempt has been made to spread individual assessment tasks across the year. Teachers will ensure that:
- individual faculty assessment tasks have a reasonable spread of due dates
- consultation with other staff will occur to avoid several major tasks falling due in the same week/on the same day. Teachers are to notify the DP of when a task is scheduled. The DP will ensure that the information once approved is placed on the school calendar.
Feedback.
Formal feedback will be provided on the completion of each assessment task. The form of such feedback will vary according to the task. Examples of feedback include the assessment feedback sheet found on page 23 of this booklet, model answers or detailed, annotated worked solutions.

HSC Advice.
The school will provide a number of opportunities for students to seek advice about HSC assessment. This will include formal meetings with the Board of Studies Liaison Officer. In school resources available to students include the Careers Adviser, Year Adviser, Curriculum Coordinator and Head Teachers.

Non-Completion of Assessment Tasks
Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates and periods throughout the preliminary and HSC year. Attendance on the day of assessment task is either to be performed or submitted is essential. If student does not hand in any evidence of work by the due date and period, he or she will automatically be awarded a zero. This will also apply to absences from assessment tests.

Technical Failures
Difficulties related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed drafts. In the event of printer failure, students may submit work via disk, memory stick or email attachment to the appropriate teacher. The school’s email address is: swansea-h.school@det.nsw.edu.au

Satisfactory Completion Of An Assessment Program
Where a candidate has been given zero marks because of failure to complete assessment tasks totaling 50% or more of the final assessment mark, the Principal will award the student with an “N” determination for that course. This may result in the student being deemed ineligible for the award of a Preliminary course or HSC.

Non-Serious Attempts
In the event of a student not attempting or not making what the teacher marking the assessment task considers to be a serious attempt at an assessment tasks, the teacher will:

• award zero for that task and record this in the assessment records
• inform the Head Teacher of the non-attempt, the Head Teacher will then inform the parents.

If at any time it appears that a student is at risk of receiving an ‘N’ (Non-completion of course requirements) determination in any course, the school will inform the student in writing (see Attachment 2 page 20-21).

Illness/Misadventure Appeals
A student may submit an Illness/Misadventure Appeal if:

i) the student has been unable to complete or submit an assessment task by the due date and period due to special circumstances eg illness / misadventure
ii) the student was unable to fully complete an assessment task by the due date and period. In this case the student must still hand in what has been completed.
iii) the student completes or submits an assessment task but feels that the standard of work was affected by special circumstances

Students are expected to supply (where reasonably possible) supporting documentation when submitting an Illness/Misadventure Appeal. In the event of absence through illness a Medical Certificate must be presented with the Illness/Misadventure Appeal documentation.

A student’s appeal will be considered by the school’s Assessment Appeals Panel. An appeal must be submitted to the student’s class teacher within one day following the specified due date or upon return to school in the case of illness. If an appeal is not lodged under these conditions then the awarded mark will stand.

This school’s Assessment Appeals Panel will consist of the Head Teacher of the course concerned and the Deputy Principal. Forms are available from the Administration Office, student intranet, and the school’s internet website. (http://www.swansea-h.schools.nsw.edu.au)

See Attachment 1 on page 18 for the Swansea High School Illness/Misadventure Appeal form.
After considering the appeal, one of the following actions will be taken:
• grant an extension of time for the assessment task without any penalty;
• grant an extension of time with reduced marks;
• permit a substitute assessment task to be set;
• confirm the mark, zero or otherwise, which the teacher has already given;
• give an estimate based on other evidence.

Note: There are no grounds for appeal against the value of the mark awarded.

Medical Certificates are obligatory to cover absences through illness. Lodged forms will be filed the student’s pupil record file once it has been processed.

**Defining Illness or Misadventure**

(a) **illness or accident** is defined as illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in the examination(s) (eg influenza, an asthma attack, a cut hand) or a long term illness which prevented the student from undertaking the required research and/or preparation

(b) **misadventure** is defined as any other event beyond the student’s control which allegedly affected the student’s performance in the examination(s) (eg death of a friend or family member, disruption at the examination centre) or which prevented the student from undertaking the required research and/or preparation

The provisions of the appeals process do not cover:

• attendance at a sporting or cultural event, or family holiday;
• alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
• disabilities for which special provisions have already been granted, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic attack suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur,
• long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s) or due date of assessment task;
• matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper, misreading of assessment notification).
Criteria for Teachers Giving A Substitute Task

Where the result of an Assessment Task was affected for valid reasons by absence or other misadventure preventing presentation of part or all of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence. Students who feel that they have a valid reason should complete a Illness/Misadventure Appeal form and follow the procedures as set out above. A medical certificate will need to be produced in most cases.

Any substitute task should:
- Be based on the same components or outcomes as the original task,
- Test or measure the same knowledge or skills as the original task,
- As far as possible, be of comparable standard to the original task and be assessed in the same manner as the original task.

Practical tasks are difficult to allocate a substitute task, in exceptional circumstances.

Malpractice and Assessment Tasks

Students are advised that, where possible, the rules applying to the conduct of the HSC exams also apply to the conduct of Assessments Tasks throughout the Preliminary and HSC years.

Written Material
Candidates are not permitted to take with them into an examination or in-class assessment task any unauthorized books, notes, paper or materials. Candidates found to be in possession of any unauthorized material may have their papers in the course, or in all courses cancelled.

General Conduct
Candidates must not behave in any way likely to disturb the work of any other candidate or upset the conduct of any other student, nor borrow material or equipment unless permission has been given by the supervisor. School rules of conduct apply for examinations and assessment tasks.

Malpractice
Malpractice is any activity undertaken by a student to gain unfair advantage over other students and includes:
- copying someone else's work in part or in whole, and presenting it as their 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 their own
- submitting work to which another person including a parent, tutor 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 aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students involved in a non genuine attempt at a task, not having a valid reason for failing to complete a task, serious malpractice or cheating in exams will be awarded a zero assessment mark. Students, however, may appeal to the Assessment Appeals Panel within one day following the notification of the zero award. If an appeal is not lodged under this condition then the zero assessment mark will stand. Such an appeal will be processed according to the procedures set out for Illness/Misadventure Appeals procedures on page 18.
Frequently Asked Questions

What Is Assessment?
Assessment is the process of identifying, gathering and interpreting information about your achievement in each subject. It is not about sitting for one test at the end of a course.

Why Do We Have It?
Assessment is used to:
- help you to learn.
- help teachers to improve teaching programs.
- provide information on how you have accomplished course outcomes.
- report on how you went at the end of a course.
- provide information on your performance in case of illness (including an accident) or misadventure (circumstance beyond your control).

When Does Assessment Take Place?
Assessment at Swansea High School starts at the beginning of the HSC year, Term 4 Year 11. The assessment procedure will continue until the completion of courses in Year 12. Assessment tasks are distributed over four terms, so the work performed in Term 4, Year 11 will contribute towards the assessment in Year 12.

How Is My Progress Assessed?
- Within each course there is a set of nominated tasks e.g. field work, assignments, tests, practical experiments, essays.
- A mark is allocated for each of these tasks. A marking standard is set and a mark is allocated for the standard achieved.
- The total assessment mark is used to rank the students in each course.
- The school will inform you of the particular requirements for each subject.
- Not all tasks given to students will be included in the Assessment Schedule. For example, homework and assignments may not be included but will contribute to your assessed mark indirectly through knowledge and skills gained as shown in assessment tests and examinations.

How Does It Affect Me?
The final assessment mark summarises how you performed in a range of assessment tasks. This could include observations, research, oral presentation, fieldwork, practical skills or tests. Assessment is ongoing throughout the course, and is thus a measure of your commitment to learning throughout the Higher School Certificate year.

What Happens If I Am Not Coping / Meeting Requirements?
- You need to inform your parents and class teacher. Catch-up work or tutoring may be an answer.
- Your Year Adviser is a helpful contact, and may assist you with time-management and study skills.
- The Head Teacher for your subject may advise an alternative level of study, or additional/remedial work to help you cope. Importantly, don’t ignore the problem, let someone know!

What Feedback Is Given?
The assessment tasks that teachers will use are linked to course outcomes. Students will know before the task the criteria on which they are assessed. The marking schemes for each task are aligned with prescribed standards or performance bands. You will be given feedback that recognizes what you can do and what you need to improve.

What Are My Responsibilities?
- Know the assessment schedules for your courses.
- Hand work in on time. Be aware of the penalties for late submission (zero marks).
- Be aware of the procedures if you miss an assessment task.
- Actively pursue assessment information if you were absent on the day it was issued.
- Inform teachers immediately if your assessment schedule is too heavy (three on the one day)

What Do I Do If I Want To Submit The Task, But I Am Away On The Day?
If you are away and you wish to submit your assessment task, have it delivered either to:
- Your teacher (the assessment task register needs to be signed by the person delivering the task).
- The Head Teacher of the subject (the assessment task register needs to be signed by the person delivering the task).
- The Administration office (the document receipt register needs to be signed).
What Do I Do When...

A. Submitting a task?

1. Is the task ready to hand in on time?
   - Attach the assessment task notification sheet to your completed assessment task.
   - Hand to your class teacher.
   - Sign the assessment task register.
   - Yes  No
     - You have two options:
       (i) hand in on the due date what you have completed and accept the grade, or
       (ii) go to point 2

2. Has the due date passed?
   - Go to point 3
   - Yes  No
     - Complete an Illness/Misadventure Appeal Form.
     - If an extension or alternate task is granted the Head Teacher will set a new date. Go to point 1.

3. Do you have a valid reason for not handing in the task?
   - Complete a Illness/Misadventure Appeals Form immediately on your return to school.
   - Yes  No
     - Go to point 4

4. Have you done some work on the task?
   - Hand in what you have done. You will receive zero marks but may avoid a BOS warning notification.
   - Yes  No
     - Expect a BOS warning letter.
     - The Head Teacher will set a new date. Completing the task on time will nullify the BOS warning notification. The zero mark will stand. The warning letter will identify a new completion date, however a zero mark will stand.

B. My teacher is absent?

   If you want to hand it in:
   - Before the due day, hand the completed assessment task with the notification sheet attached to the Head Teacher for your subject. Sign the assessment task register.
   - On the due day, hand the completed assessment task with the notification sheet attached to the teacher supervising your class. Sign the assessment task register provided by the supervising teacher.

   If you do not have a supervising teacher, during the normal lesson time, hand the completed assessment task with the cover sheet attached to:
   - firstly, the Head Teacher for your course. Sign the assessment task register OR
   - secondly, the Deputy Principal for your year. Sign the assessment task register.

C. I need clarification, or I have a complaint?

   - Initial clarification of a task should be sought from your class teacher.
   - If you questions about the marking of an assessment task, consult your class teacher within one day of the assessment task being returned.
Swansea High School Examination Policy

Before
- Familiarize yourself with the location and time of your exam well in advance.
- Obtain sufficient rest the night before each examination. Eat an adequate breakfast.
- Arrive at your exam location at least 10 min before the due starting time. No additional time will be granted for students arriving late.
- Make sure you have made your restroom stop before the examination starts.
- Mobile are not to be taken into the examination hall/room.
- Wrist watches will need to be placed on the desk (Board of Studies rule)
- No hats, hoods, sunglasses, food or drink are allowed in exams (other than small bottles of water)
- Bring the correct equipment. No borrowing is allowed.
- Approved calculators may be used, calculators on mobile phones cannot.
- No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations.
- School uniform is to be worn to all examinations.
- During an examination period, students may be required to attend their other scheduled lessons.

During
- The examination supervisors are in charge of all students.
- You must follow their instructions at all times, behave in a polite and courteous manner to all.
- Students must sit where the examination supervisor tells them, and remain in their seat until instructed otherwise.
- No mobile phone or non-approved technical device can be taken into the examination room. Ignoring this may result in receiving zero for the examination.
- Students must face the front, and not talk or communicate in any way with other students.
- Students may not commence reading or writing until instructed to start the examination.
- Students are not permitted to leave the examination room until the completion of the examination.
- Students may not use the toilets during the first 30 minutes or the last 30 minutes of an examination. Permission must be sought from the supervisor before leaving your seat.
- Students must cease writing when instructed to do so, remaining silent until they are outside the examination room. Some students may still be working on longer examination papers, and courtesy is expected.

After
- Students must not remove any examination booklets or papers from the examination room.
- When instructed to do so, leave the examination room quietly and in an orderly manner. Some students may still be working on longer examinations.
- Students must not discuss the examination paper with an absent student.

If you do not follow these basic rules, or if you cheat in the examination, you may be removed from the examination room and reported to the Head Teacher in charge of that examination paper. The penalty may be the cancellation of that paper, or all papers.

If you do not make a serious attempt at an examination, or your answers contain frivolous or objectionable material, you may not receive a mark in that course. This could lead to not being eligible for the HSC.

An award of zero marks will be issued to any student who is absent from an examination. Students must submit a misadventure application for special consideration.
MISADVENTURE/APPEAL FORM

To be used in the case of:

1. **Misadventure** - failure to submit or complete an assessment task including examinations due to illness, accident or misadventure, or
2. **Appeal** - when a student believes that the standard of a completed/submitted assessment task was negatively affected by special circumstances

Students are to complete Section A then submit to the class teacher for consideration by the Assessment Review Committee.

Note: this form must be submitted within one day following the specified due date or upon return to school in the case of illness.

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**SECTION A**

**To be completed by the student**

NAME: ___________________________________________ YEAR 10 / 11 / 12 (circle)

SUBJECT: ___________________________ DATE DUE: ________________

**TYPE OF ASSESSMENT TASK:**

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

**REASON FOR MISADVENTURE or APPEAL:**

(State sufficient details to support your case)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

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

__________________________________________________________________________________________

(State name of Doctor / Justice of the Peace)

Student’s signature: ___________________________ Date: __________________

Parent’s signature: ___________________________ Date: __________________
To be completed by the SC/HSC Review Committee

Discussed with Teacher: Yes / No

Interview with Student: Yes / No ...................................................(name of interviewer & date)

Decision: Approved / Not Approved

Outcome:
- ☐ Sit task at alternative time as advised by HT
- ☐ Estimate to be given, based on the following evidence: ...................................................
- ☐ Alternative task ........................................................................................................
- ☐ Other .........................................................................................................................

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

Head Teacher’s signature: ___________________________ Date: ____________

Deputy Principal’s Signature: ___________________________ Date: ____________

To be completed by the Head Teacher

Has a copy of this completed form been:

- ☐ sent/given to the student/parents? ............................................ (date)
- ☐ copy to Year Adviser
- ☐ copy to the DP in charge of the year?

Head Teacher’s signature: ___________________________ Date: ____________
Dear Parent/Caregiver

I am writing to advise you that your son/daughter _______ in Year 11/12 is in danger of not meeting the course completion criteria for the Higher School Certificate in _________.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the 1st official warning we have issued concerning ________ for _________.

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

**Course Completion Criteria**

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

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** himself 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' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, ________________ has not satisfactorily met Course Completion Criteria ticked in the previous list.
The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for __________________________ to satisfy the Course Completion Criteria, the following listed tasks, requirements, or outcomes need to be satisfactorily completed:

<table>
<thead>
<tr>
<th>Task Name/CourseRequirement/Course Outcome</th>
<th>Date Task /CourseRequirements Initially Due (if applicable)</th>
<th>Action Required by Student</th>
<th>Date to be completed by (if applicable)</th>
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Please discuss this letter with __________________________ and contact the school if further information or clarification is needed.

Yours Sincerely

Please detach the following section and return to the Head Teacher to complete our records.

I have received the letter dated ................. indicating that __________________________ in Year __ is in danger of not having satisfactorily completed __________________________.

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may mean that __________ is ineligible for the award of the Higher School Certificate.

Parent/Caregiver's signature

___________________________

Date: _________________

Student's Signature:

___________________________

Date: _________________
<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Subject:</th>
<th>Teacher:</th>
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<tbody>
<tr>
<td>☐ SC ☐ Preliminary ☐ HSC</td>
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### Outcomes

### Task Description

### Assessment Criteria
## Assessment Task Feedback

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</tbody>
</table>

**Marking Guidelines/Descriptor**
Plagiarism

"Plagiarism, i.e. the act of representing another's work or ideas as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism, which could occur within all modes of assessment (including examination):

i. Direct copying of text from a book, article, fellow student's essay, handout, thesis, web page or other source without proper acknowledgement.

ii. Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.

iii. Overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences."

Reference


Please see following page for Referencing Procedures.
Referencing Harvard System

**Introduction**

**Why reference?**

When you use the ideas of another person in your work, you must acknowledge this. Referencing allows the reader to find the same sources of information that you did, to enable them to read more on the topic or to check your interpretation. It is also important to give credit where it is due. Referencing makes it clear when you are drawing your own conclusions from the evidence presented, or where you are quoting or paraphrasing from another person's work. Most importantly, by referencing you avoid plagiarism.

**Plagiarism** is to pretend that ideas or language of other people are your own. In your assignments, you imply that all of the ideas and language are your own, unless you explicitly indicate otherwise. If you fail to make clear that sections of your work are not your own, then you are guilty of plagiarism. Plagiarism is stealing, and is a very serious offence.

**When to reference**

You must reference when:

- quoting the exact words of another writer
- paraphrasing - putting the work of another writer into your own words
- summarising - using ideas or material directly based on the work of another writer

**How to reference**

Referencing involves:

- citing references (i.e., identifying and acknowledging your sources) within your essay
- produce a Reference List or Bibliography at the end of your assignment

**Referencing styles**

There are many different reference styles. Some of the more common styles are the Harvard, APA (American Psychological Association), numbered footnote, and numbered endnote styles. Each discipline or faculty requires that you use a particular style when you are presenting your essays for marking. It is important that you use the style which your department or faculty specifies. These notes are based on the Harvard (or author-date) style of referencing

**In-text Citations**

In the Harvard System, at the point in your assignment that you mention another writer's work, it must be identified by giving the author's surname and the year of publication.

1. **When the author's name occurs naturally as part of the sentence**, place the year of publication in parentheses after the name.

   In her well-known study, Shaw (1998) states that ...

2. **When the name is not in the text**, place the surname and year in parentheses at an appropriate point (often best placed at the end of a sentence)

   A recent study has shown that certain medications can assist in the treatment of Alzheimer's disease (Murrell 1999).

3. **When more than one work is cited**, separate the details with semi-colons.

   (Harvey 1993; Braddon 1995) Harvey (1993) and Braddon (1995) showed that ...

4. **When there are two or three authors**, cite all authors.

   (Slater & Johnson 1996) (Johnson, Greene & Slater 1997) Johnson, Greene and Slater (1997) theorised that ...

5. **When there are more than three authors**, only use the surname of the first author followed by 'et al.' (and others).

   (Blackett et al. 1995) Blackett et al. (1995) found that ...

6. **Page numbers may be included.**

   (Lawson 1989, p. 154)

7. **When there is more than one work by the same author published in the same year** they should be distinguished from each other by attaching a lower case letter to the publication date.
8. When there is no publication date, use n.d. for no date.

(Rankin n.d.)
Rankin (n.d.) disagreed with ...

9. When there is no author, items should be cited using the title. Do NOT use Anon. or Anonymous.

(Oxford dictionary for scientific writers and editors 1991)
Oxford dictionary for scientific writers and editors (1991) defines ...

10. When referring to a source quoted in another work, cite both in the text.

The results of a study by James (1978 cited in Randall 1989) demonstrate that ...

(James 1978 cited in Randall 1989)
(You will only list the work by Randall in your bibliography)

Formatting a bibliography

Bibliographies must:

- be in alphabetical order by the author's surname. (For works with no author, list by the title and include in the alphabetical author list)
- have all the required elements listed in the correct order
- use correct and consistent punctuation

Print Resources

Books

List the following details, in order:

1. name/s of author(s), editor(s) (surname, and initials)
2. year of publication
3. title of publication (in italics)
4. edition if other than the first
5. publisher
6. place of publication

Single author/editor


Two or more author(s)/editor(s)


No author/editor

If there is no author or editor, use the title as the first element in the citation, followed by the year.


Chapters in Books

List the following details, in order:

1. author(s) of chapter (surname, initials)
2. year of publication
3. chapter title (in single quotation marks ‘’)  
4. editor/s of book
5. title of book (in italics)
6. publisher
7. place of publication
8. page numbers of chapter


Journal Articles

List the following details, in order:

1. author/s of article (surname, initials)
2. year of publication
3. title of article (in single quotation marks ‘’)  
4. journal name (in italics)
5. volume number (abbreviated vol.)
6. issue number (abbreviated no.)
7. page number(s) (abbreviated p. or pp.)


Newspaper Articles

List details as for journal articles, using date instead of volume and issue number.

Conference Papers

List details as for chapters in books.

Non-book Resources (Multimedia)

Videos

List details as for book, and include the form of the item, e.g., videorecording, after the title.

DNA sequencing 1990, videorecording Taped Technologies, Logan, Utah.

Electronic Resources

Online Journal Articles

List the following details, in order:

1. author(s) of article
2. year of publication
3. title of article (in single quotation marks ‘ ’)
4. journal name (in italics)
5. volume number
6. issue number
7. page numbers or indication of length
8. view statement: your access date
9. supplier/database name/article, accession or item number

Full text journal article from database


Full text journal article from an electronic journal

Wilson, ME 2000, 'Environmental change and infectious diseases', Ecosystem health vol. 6, no. 1, pp. 7-12, viewed 17 May 2004, Blackwell Science Synergy.

Web pages

List the following details, in order:

1. author(s) of page
2. date of publication or most recent version
3. title of page (in italics)
4. description of document if applicable
5. name and place of sponsor
6. viewed Day Month Year
7. <url - either full location or main site details>


Web pages with no authors


Reference

A GLOSSARY OF KEY WORDS

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

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

**Account**
- Account for: state reasons for, report on. Give an account of; narrate a series of events or transactions

**Analyse**
- Identify components and the relationship between them; draw out and relate implications

**Apply**
- Use, utilise, and employ in a particular situation

**Appreciate**
- Make a judgment about the value of

**Assess**
- Make a judgment of value, quality, outcomes, results or size

**Calculate**
- Ascertain/determine from given facts, figures or information

**Clarify**
- Make clear or plain

**Classify**
- Arrange or include in classes/categories

**Compare**
- Show how things are similar or different

**Construct**
- Make; build; put together items or arguments

**Contrast**
- Show how things are different or opposite

**Critically**
- Add a degree or level of accuracy, depth, knowledge and understanding, logic, analyse/evaluate

**Deduce**
- Draw conclusions

**Define**
- State meaning and identify essential qualities

**Demonstrate**
- Show by example

**Describe**
- Provide characteristics and features

**Discuss**
- Identify issues and provide points for and/or against

**Distinguish**
- Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**
- Make a judgment based on criteria; determine the value of

**Examine**
- Inquire into

**Explain**
- Relate cause and effect; make the relationships between things evident; Provide why and/or how

**Extract**
- Choose relevant and/or appropriate details

**Extrapolate**
- Infer from what is known

**Identify**
- Recognise and name

**Interpret**
- Draw meaning from

**Investigate**
- Plan, inquire into and draw conclusions about

**Justify**
- Support an argument or conclusion

**Outline**
- Sketch in general terms; indicate the main features of

**Predict**
- Suggest what may happen based on available information

**Propose**
- Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall**
- Present remembered ideas, facts or experiences

**Recommend**
- Provide reasons in favour

**Recount**
- Retell a series of events

**Summarise**
- Express, concisely, the relevant details

**Synthesise**
- Putting together various elements to make a whole