



Sydney
Secondary
College
Balmain

Preliminary HSC Assessment Booklet 2021

Student Name:

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SSC Balmain Campus HAP Assessment Policy and Schedule

Introduction

Welcome to the Preliminary HSC Acceleration Program at SSC Balmain Campus. This program is designed to assist our students in meeting high levels of learning through rigorous educational programs. Students who complete our HAP are expected to be engaged learners with high expectations for themselves and their learning.

This assessment policy is aligned with the SSC Blackwattle Bay Assessment Policy to ensure continuity of learning and consistency of application of NESA policies and procedures for all students.

This booklet will outline the assessment tasks that must be completed to show that you have satisfied the requirements of each course. This booklet should be read in conjunction with the Higher School Certificate Rules and Procedures.

Each student is required to complete a statement acknowledging they have received the booklet, have completed the All My Own Work program and understand their rights and responsibilities with regard to assessment.

Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If you have any concerns or issues regarding any assessment task, you should consult the Head Teacher of the faculty in which the course is delivered and then the Deputy Principal responsible for your year group.

It is most important to keep your year advisers & teachers up to date with changes to your study. If you are going to be absent for any period of time, you must first request approval from the Principal.

Mrs Ingrid Koodrin

Principal

01/03/2021

Sydney Secondary College Balmain Campus HAP Assessment Policy in Conjunction with SSC Blackwattle Bay Campus

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

Assessment of Learning (summative assessment) - assists teachers in using evidence of student learning to assess achievement against outcomes and standards. This usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of the activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment for Learning (formative assessment) – involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This usually occurs throughout the teaching and learning process to clarify students learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just to achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning – occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Sydney Secondary College campuses are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievements) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others in ways that meet their needs
- report on assessment marks for the HSC [except for VET curriculum frameworks], satisfactory completion and grades for Year 11 and for Year 10 to the NSW Education Standards Authority (NESA).

More information can be found at NESA:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

SSC Balmain Campus in Conjunction with SSC Blackwattle Campus: HSC Assessment Procedures

Assessment Marks and Notification

- The assessment mark for each course is a measure of course achievement including that which cannot be tested at a final examination (e.g. practical work, oral skills, research tasks, multimodal etc.)
- Each faculty will follow policy as laid down by the NSW Education Standard Authority (NESA) and set tasks and the marks to be awarded for each task in accordance with the syllabus documents.
- Tasks are scheduled by week and term, with students given a minimum of two weeks written notice of the:
 - time and date when the task is to be submitted
 - venue where the task is to be submitted
 - nature of the task
 - task description
 - marking criteria
 - outcomes to be assessed
- The **course assessment schedules** contained within this booklet specify the term and week in which each assessment task is scheduled. Assessment dates will be published in the Assessment Booklet and tasks will be posted on the Sentral Parent and Student Portals.
- **Changes to the stated assessment task schedule** must be communicated to the students in writing with two weeks' notice. Students are required to sign an **Assessment Task Register Sheet** indicating they have received the variations. Changes to any assessment task must have the approval of the Deputy Principal.

Procedures for Disability Provisions

- Principals have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks, including examinations. Provisions are provided to ensure students with a disability are able to access and respond to a task. Implementing disability provisions is based on the recommendations from the Learning Support Team.
- **Students seeking disability provisions** for assessment tasks are to communicate with their Class Teacher and Head Teacher at least two weeks prior to the date of the assessment task. Class teachers should be aware of students requiring disability provisions and implement appropriate support.

- Disability provisions must be applied for and approved by NESA for the Higher School Certificate Examinations. Parents and students should contact the Head Teacher Learning and Support for assistance and applying for disability provisions. Applications **must be lodged to NESA by the end of term one except in exceptional circumstances.**
- The provision of disability provisions prior to the HSC year are at the school's discretion and are informed by the Learning Support Teams recommendations.

Attendance and Assessment Task Requirements

- Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance in course work and in assessment tasks.** They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.
- Students must keep a copy of all of their completed assessment tasks. Students are expected to have a back-up digital copy of any digitally created work. **Technology failure is not an acceptable excuse** for missing an assessment due date.
- Assessment tasks must be submitted with a **cover sheet** with a completed declaration of **All My Own Work (Appendix 1).**
- Students who **do not complete/submit an assessment task** will be awarded zero marks. A **NESA 'N' Warning Letter** may be sent. Students will still be required to submit the task and receive feedback. This process will redeem the 'N' warning letter.
- **Students absent from an assessment task must** provide a medical certificate to the Head Teacher on the first day they return to school. The medical certificate must be the original on letterhead, cannot be post-dated and must include the date/s of the assessment task. The doctor's certificate must state a detailed reason for inability to attend and/or complete the task. The student must attach this medical certificate to the Illness/Misadventure Application Form and submit it to the Deputy Principal and/or the Head Teacher on the day they return to school (*Appendix 2*). Spare copies of this form are available from the School's website under the link Community Resources/Assessment. The Head Teacher of the subject will determine what action will be taken, for example, to sit for the assessment task or to arrange an alternative task.
- Late submission of a Hand in Assessment Task. Hand in tasks are given to students a number of weeks before the due date, giving them extended time to prepare for submission. Therefore, **illness on the due date or before is not an acceptable excuse for the task not to be submitted.** It is the responsibility of the student to arrange for the task to be **submitted electronically on the due**

date, where a student is unable to attend school. If the student does not have the teacher's email address or other platform for electronic submission (such as google classroom), the task should be emailed to the SSC Balmain general email address Balmain-h.school@det.nsw.edu.au and marked attention to the particular teacher. Dropping off a hard copy of the task to the front office by 8.45am, marked attention to the teacher, is also acceptable.

- Students who have experienced illness or misadventure over an extended period of time before a hand-in task is due and feel their performance has been affected should submit the work done to date (as per above) on the due date, and appeal for mark consideration by completing an "Illness, Accident Misadventure" form with medical documentation, submitted to the Head Teacher on return to school.
- In exceptional circumstances, a student's **inability to meet assessment** dates can be **foreseen** prior to the deadline. Examples include emerging clashes with major sporting events, student leadership events, IMP and performing arts events or designated overseas school travel. If this occurs it is the student's responsibility to immediately contact the Deputy Principal before the date of the task. An **Illness/Misadventure Application Form** must be completed. Alternative arrangements for the task will be decided by the Deputy Principal and the Head Teacher of the course after considering the information provided.
- **Extended leave will not be granted during formal examinations.** Final decisions will be made at the discretion of the Principal.
- **Students absent from a formal examination** must provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure Application Form. It must be handed to the Head Teacher on the first day they return to school after the medical certificate expires. Students should be familiar with the Examination Procedures (*Appendix 3*).
- **Non-Serious or Non-Attempts.** Students should enter a Preliminary examination to complete an assessment task knowing they **must** make a **genuine effort at the task or examination**. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions. Failure to do so is called a non-serious attempt or non-attempt. A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout the examination paper. It is not sufficient to answer multiple choice questions only. Merely re-writing the question is **not** considered to be an adequate attempt at the paper. A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to the question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or

examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.

- **Malpractice** is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes plagiarism (to pass off words or ideas of another as one's own or to use another's work without crediting sources) or copying (using the work of another person and submitting it as your own). It may include but is not limited to:
 - 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 in 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 such as a parent, coach or subject expert had contributed substantially
 - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
 - 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.**
- **Malpractice.** Any student found to have plagiarised or to be guilty of any malpractice will be awarded **zero**. All incidents of malpractice will be referred to the Assessment Team by the Head Teacher. Students should refer to the NESA website <https://educationstandards.nsw.edu.au> for further details on cheating and malpractice and its consequences. Schools are required to complete a Malpractice Register on the NESA site for all incidences of malpractice.
- **Students starting after the beginning of a Year 11 or Year 12 course** will be required to demonstrate achievement of outcomes for any missed assessment tasks.
- Students who are studying a subject at the **NSW School of Languages (NSL), Distance Education** or **Saturday School of Community Languages** will be issued with separate policies from these institutions. They should check with the supervising teacher(s) regularly to ensure any information regarding assessment is received. All general information on HSC assessment policy stated in this book still applies. Students of NSW School of Languages must ensure their study days and examination days are registered with the front office Attendance manager.

Communication of results to Students and Parents

- Each student should be given the raw mark for each task.
- Each student should be given their course ranking for each task.
- The assessment task process can be queried **only at the time the tasks are returned**. In the case of tests/assignments/essays etc., time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query. Should the query not be resolved in class, the task should be collected and referred to the Head Teacher.
- Invalid or Non-Discriminating Tasks. If there are problems associated with the administration of an assessment task or if the task is deemed to be invalid, an additional task may be allowed provided sufficient notice is given. Weightings may be adjusted accordingly.
- The final course rank will be made available to all students at the end of the course. Guidelines for appeals are outlined in the HSC Rules and Procedures book.

Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESAs eg completing assessment tasks and course work;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes by completing assessment tasks and course work.

NB NESAs do not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate to the student's absence to the non-completion of the course requirements.

- **The non-completion of a course N Award procedure** commences when a student has not met one of the requirements above.
- The **first official N Award warning letter** is issued indicating the area(s) of concern. The Teacher and Head Teacher of the faculty contact home and interview the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview which outlines what action the student needs to take in order to redress the situation. It will also specify the time frame, for the issue to be resolved.
- A **second official warning** letter will be issued if a student continues to fail to meet NESAs requirements. Once the second official warning letter is issued, an interview with a Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated, implemented over an agreed time and communicated to parent/carer.
- Additional warning letters may be sent, however, a minimum of two warnings are required before an N Determination is made.

HSC Assessment Rank Order

HSC Assessment Rank Order can be accessed from Students Online using the student's NESA number and PIN. The assessment ranks are available after the final HSC Examination.

If a student feels they have been incorrectly ranked in a course, talk to the Head Teacher immediately. If you are still not satisfied that your ranking is correct, you can apply to the school for a review. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with NESA requirements
2. complied with the stated assessment program when deciding the final assessment mark
3. miscalculated or made a clerical error when deciding the final assessment mark.

If you want to apply for a review, you must do this before the cut-off date, which is two days after the final HSC Examination. The school will inform students of the review outcome and inform NESA if assessment marks and rank order should change.

You can appeal to NESA if you are unhappy with the school's response.

If you are dissatisfied with the outcome of the school's review, you can ask your Principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1-3 above
- completed properly

NESA will not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors.

Formal Examination for Higher School Certificate Students

Year 11 and Year 12 will have one school based, formal examination each year. These Examination dates will be published for students and parents five weeks in advance. Each student receives a personalised timetable and they are encouraged to keep a digital copy and the hard copy provide by the school.

Trial Higher School Certificate Examinations: Mid Term 3

Year 11 Examinations: End of Term 3

A copy of the Examination Procedures is included in this booklet (*Appendix 4*).

Absence or travelling on Holidays During Examinations

Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are on the school's website in the form of this booklet, Sentral Portal and all calendar information distributed to students. Students and their families must make sure holidays are not planned during these periods as rescheduling may not be possible due to time constraints of the assessment and reporting periods.

	Task 1	Task 2	Task 3	
Nature of task	Depth Study/ Environmental Impact Report Module 4: Human Impacts Data collection in the field, research and analysis	Media Report on working model of an earth process Module 2: Plate Tectonics Module 3: Energy Transformations	Yearly Examination Written Examination	
Timing	Week 8, Term 1	Week 8, Term 2	Term 3 Weeks 9-10	
Outcomes assessed	EES 11/12-1, EES 11/12-2, EES 11/12-3, EES 11/12-5, EES 11/12-6, EES 11/12-7 EES 11-11	EES 11/12-1, EES 11/12-5, EES 11/12-6, EES 11/12-7, EESEES 11-9, EES 11-10	All Outcomes	
Components				Weighting (%)
Working Scientifically	30	20	10	60
Knowledge and Understanding	5	10	25	40
Total (%)	35	30	35	100

	Task 1	Task 2	Task 3	
Nature of task	Media File and Report The Legal System	Presentation/Extended Response The Individual and The Law	Yearly Examination All topics	
Timing	Term 1 Week 9 Tuesday 23 rd March Period 1 In Class L3-P1, L5-P2, L2-P3, L4-P6	Term 3 Week 1 Thursday 15 th July Period 5 and 6 Presentation/In Class Essay	Term 3 Weeks 9-10 Depending on Blackwattle Bay Examination Schedule	
Outcomes assessed	P1,P2,P4,P6	P1,P3,P4,P5	All Outcomes	
Components	Weighting (%)			
Knowledge and Understanding of course content	10	10	20	40
Analysis and evaluation	5	10	5	20
Inquiry and Research	10	10	0	20
Communication of legal information, issues and ideas in appropriate forms	5	10	5	20
Total (%)	30	40	30	100

Appendix

Appendix 1: Assessment Task Cover Sheet

Appendix 2: Illness/Misadventure Application

Appendix 3: General Examination Procedures

Appendix 4: Calendar Overview

Appendix 5: HSC Glossary of Key Words

Assessment Task Cover Sheet

Please attach this signed cover sheet to every assessment task you submit

SURNAME	GIVEN NAME
NESA NUMBER	TEACHER
SUBJECT	TASK TITLE
DUE DATE	DATE SUBMITTED

ALL MY OWN WORK

1. Acknowledgement of sources using Harvard style referencing

One of the most important elements of good practice involves careful acknowledgement of the ideas of others using in-text citations and a bibliography. In-text citations are acknowledgements throughout your work where you use another's ideas (i.e. author's surname, date of publication, page). The bibliography is a summary of all sources used at the conclusion of your response.

2. Avoiding Plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet
- Using someone else's ideas or conclusions, even if you have put them in your own words
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts

STUDENT DECLARATION

I have read and understood the All My Own Work statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student's signature: _____

Date: _____

Illness and Misadventure Form

The NESA Illness/Misadventure program assists students who:

- Are prevented from attending an examination (including practical) or submitting a task due to illness or unforeseen misadventure, or
- Consider their performance in an examination or task has been affected by illness or misadventure immediately before or during the examination or task

This form and all necessary medical certificates or other professional documents must be submitted to the Head Teacher or Deputy Principal immediately upon your return to school.

Grade: Year 11 Year 12

SURNAME	GIVEN NAME
CLASS	TEACHER

Seeking special consideration for:

- Illness
 Misadventure

Necessary documentation attached:

- Medical certificate(s)
 Other professional document(s)

COURSE	TASK NO. / TYPE	DUE DATE	DETAILS: Describe how illness or unforeseen misadventure affected your performance or prevented your attendance on day of task

Student's signature: _____

Parent/carer's signature: _____

Date of submission to HT/DP: _____

Executive Use Only

Interview with student

Contact with parent/carer

Deputy Principal's comment and decision

Head Teacher's comment and decision

Decision:

- Rescheduled exam or task
- Extension granted

New date: _____
New date: _____

Administrative tasks:

- Sentral entry
- Assessment spreadsheet entry

Date: _____
Date: _____

Assessment Team's comment and decision (for Appeals)

This form and attached documents should be filed in the Head Teacher's faculty folder for the course. At the start of Term 4, this must be transferred to the student's file held at the Administration Office.

**SSC BALMAIN CAMPUS IN CONJUNCTION WITH SSC
BLACKWATTLE BAY CAMPUS GENERAL EXAMINATION
PROCEDURES FOR HSC TRIALS AND PRELIMINARY
EXAMINATION**

1. Check your personalised examination timetable carefully. Ensure you transfer these dates to your e-calendar and diary. You need to arrive 20 minutes before the start of an examination. The general timetable will be posted in Sentral.
2. **Misreading** the dates & times of any examination is **not an excuse**.
3. If you are absent from an examination, you must **notify the school before 8.30 am** on the morning of the examination. In case of sickness or misadventure you must bring a doctor's certificate on the day that you return, show it to the Deputy Principal and complete an Illness/Misadventure Form. **If appropriate**, your examination will be **rescheduled** within the examination period.
4. All students must show their **NESA CREDENTIALS** as they enter the examination room. Students will be directed to find their desks which will usually be arranged in NESA number order. NESA Credentials and Photo must be placed on the examination table for the duration of the examination. An attendance slip will be placed on your table and is to be signed at the start of each examination. Your NESA number is to be written on all writing booklets.
5. You must remove watches and place them in clear view on the examination table. You can bring water into the examination room in a clear bottle.
6. **No student is to leave** the examination room until the examination has officially ended.
7. **Full school uniform** is to be worn at all examinations. Students out of uniform may be sent home to change. No student is to wear a hat or a hood during the examination.
8. You must be prepared for each examination with your **own equipment**; you are **not allowed to borrow** during an examination. Bring your pens, pencils, and rulers in a *clear pencil case* or a *clear plastic sleeve*. Only NESA approved calculators can be used. These will be checked by staff before examinations commence. NESA suggests you use a **blackpen**.
9. What you **cannot bring** to your **examination table**
 - A mobile phone. Mobile phones are not permitted at your examination table under any circumstances
 - A programmable watch, e.g. an Apple Watch
 - Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc), music players or electronic dictionaries
 - Paper or any printed or written material (including your examination timetable)
 - Dictionaries, except where permitted in language examinations
 - Correction fluid
10. Students **risk cancellation of their examination** paper if there is a **breach of any of these rules** or where the student engages in any form of malpractice. The Principal is the final arbitrator in these situations.

THE 2021 HSC YEAR

	2021	2021	2021	2021
	TERM 1	TERM 2	TERM 3	TERM 4
WEEK 1			Legal Task 2	
WEEK 2				
WEEK 3			Year 10 Ski Camp	
WEEK 4				
WEEK 5				
WEEK 6				Work Experience
WEEK 7				Taster Week
WEEK 8	ESS Task 1	ESS Task 2		iLearn4Me
WEEK 9	Legal Task 1		Final Preliminary Examinations	
WEEK 10			Final Preliminary Examinations	

HSC GLOSSARY OF KEY WORDS

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 (Analyse/Evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
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
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationship 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 reason in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole