Bathurst High Campus

2015 Preliminary Assessment Book

Innovation - Opportunity - Success
Students are required to sign the Denison College Register to acknowledge that they have received a copy of this booklet.

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Introduction

This booklet details the assessment requirements for Preliminary Course students at both campuses of Denison College of Secondary Education. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Denison College.

List of Contacts

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

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</tr>
</thead>
<tbody>
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</tr>
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<td>HT Senior Studies – Bathurst Campus</td>
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<td>Anna Townend</td>
<td>HT Junior Studies – Kelso Campus</td>
</tr>
</tbody>
</table>

Bathurst High Campus

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geoff Hastings</td>
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<td>Stephanie Scott</td>
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</table>

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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Sloan</td>
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</tr>
<tr>
<td>Greg Hurford</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Stephanie Brown</td>
<td>Deputy Principal</td>
</tr>
</tbody>
</table>
Part 1: Preliminary Course Requirements

Board of Studies (BOSTES)
This assessment policy is based on Board of Studies, Teaching and Educational Standards (BOSTES) requirements. Detailed information and assistance is available on the Board of Studies website www.bostes.nsw.edu.au where you will find links to:

- How your HSC works
- HSC Exam Papers
- HSC Assessment
- HSC Syllabuses
- Vocational Education
- Honesty in HSC Assessment
- All My Own Work

Preliminary Course Requirements 2014
To complete the Preliminary Course and be eligible to start the HSC course students must:

- Complete the Board of Studies course All My Own Work
- Complete 12 units of Preliminary Courses, including 2 Units of English.

Students who successfully complete the Preliminary course are eligible to receive a Record of Achievement (RoSA) from the BOSTES.

For further details see the BOSTES website or the Denison College Senior Studies Guide 2015 - 2016 issued to all students at the beginning of their senior school studies.

Board of Studies Course Requirements
Students will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

a) Followed the course developed or endorsed by the BOSTES;
b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school; and
c) Achieved some or all of the course outcomes.

N Determination
An N Determination warning letter is issued to students who fail to complete assessment tasks or who fail to show diligence and sustained effort which may be a result of poor attendance. Students are given a set time to complete the work or demonstrate competencies or complete a work placement. Once the specified work has been completed the warning is cleared.

If the student does not subsequently meet course requirements as detailed in at least two N Determination Warning Letter(s), then an N Determination may be given for the course by the Principal. This means that the student will receive no results in that course, therefore jeopardising their Preliminary or HSC credentials. This is because they will not have enough units to be eligible.

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Vocational Education and Training (VET) Courses


Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from industry training packages. Instead students are eligible to receive a record of completed competencies.

Work placement is a mandatory requirement of each VET course. For each course, a minimum number of hours is required in the workplace, to enable students to progress toward the achievement of industry competencies and to practise skills acquired in the classroom or workshop. Failure to complete the mandatory work placement will mean that the student will not satisfy the requirements for the successful completion of the VET course and may jeopardise their eligibility for completion of the Preliminary or HSC credential.

All My Own Work


Students complete the BOSTES program All My Own Work at the commencement of their Preliminary course and are reminded of the following guidelines:

- All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student’s own or must be acknowledged appropriately.

- Malpractice, including plagiarism, could lead to a mark of zero and a non award in the Higher School Certificate. Malpractice includes, but is not limited to:
  - copying someone else’s work in part or in whole, and presenting it as your own, including 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 your 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 or paying someone to write or prepare material;
  - breaching school examination rules or using non-approved aides during an assessment task;
  - contriving false explanations to explain work not handed in by the due date; or
  - assisting another student to engage in malpractice.
Honesty in HSC Assessment – the Standard


The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Preliminary Course and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student’s mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student’s work that has been written, created or developed by others must be acknowledged in accordance with the Board’s subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board of Studies NSW treats allegations of malpractice very seriously and detected malpractice will limit a student’s marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the Board of Studies NSW will report matters to the Independent Commission Against Corruption.

Disability Provisions (for students with special needs)


Disability provisions are available for a range of medical and learning conditions in the HSC. Where a student is likely to be granted disability provisions in the HSC year they may apply for provisions in Preliminary Course exams. For example students with diabetes or students with conditions that prevents them from reading the examination questions and/or communicating responses may be approved for examination provisions. See the BOSTES website for further information and contact the Deputy Principal or Learning Support Teacher for application details.
Part 2: Denison College Assessment Policies and Procedures

What is Assessment?

Assessment is the process of gathering information to enable teachers to make judgments about student achievement in order to provide a grade to the Board of Studies at the end of the Preliminary Course.

The assessment program has been prepared in accordance with each BOSTES syllabus, which specifies the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They include tests, written assignments, practical activities, fieldwork and projects.

Students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course to be deemed satisfactory in the course.

Students can best meet course requirements if they:

- Attend all timetabled lessons and minimize absences from class for any reason. If a student misses a double period of a subject, they will have missed one half of the timetabled lessons for that subject in one week;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable;
- Complete all assessment tasks.

Assessment Marks

Each syllabus document outlines the Preliminary Course assessment, the suggested components and weightings for the course. Students will find these set out in the assessment schedules for each subject in Part 3 of this booklet.

The assessment marks awarded are only used in the Preliminary Course. Assessment marks will be shown on school reports together with a grade based on the Common Grade Scale for Preliminary Courses (see below) as developed by the BOSTES.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>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.</td>
</tr>
<tr>
<td>E</td>
<td>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.</td>
</tr>
</tbody>
</table>
Assessment Schedules

- Students can access assessment schedules for all courses via Millennium.
- Students will be given written notification of each assessment task with a minimum notice of two weeks’ before the due date of the task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- If an assessment schedule needs to be altered, the Head Teacher will advise students in writing.
- There will be no tasks set in the week before school examinations.

Student Organisation

It is a student’s responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

- Denison College provides all students with this Preliminary Course Assessment Booklet.
- In addition, all preliminary students are provided with a Wall Planner to assist students in planning homework and study requirements, as well as recording the due dates of all assessment tasks and other obligations and events in the year.
- Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.

Essential Back up of Work

- Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted.

How to Submit Assessment Tasks

In class assessment tasks:

- these tasks are supervised by the class teacher and collected by the teacher at the end of the lesson.

Major projects/pieces of work:

- these items are submitted directly to the teacher. Projects are usually kept in the appropriate faculty location to minimize the risk of damage.

Performances:

- are marked in class on the scheduled assessment day.

Take home assessment tasks:

- these are the tasks that students are required to complete by a due date. They must be placed in the locked Assessment Task Submission Box at the front office by the end of lunch on the due date; they are not to be submitted directly to the teacher.

- Students must keep a copy of these tasks.

- Students who attend another campus can submit these assessment tasks at the office of their home campus.

- Students must comply with campus policy and procedures for the submission of assessment tasks.

- A cover sheet for Assessment Tasks will be provided by the teacher supervising the course and must be attached to the front of the task when it is submitted.

- An example of the assessment cover sheet is provided in the appendices to this booklet.

Applications for extension of time and illness / misadventure consideration

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). Documentation (eg doctor’s certificate or written declaration) should be provided in case of illness.
Late submission of Assessment Tasks

Assessment work submitted late without written application (See Appendices for form) and approval will incur the following penalties:

1 school day late ............................... 20% deduction
2 school day’s late ............................. 40% deduction
3 school day’s late ............................. 60% deduction
More than three school day’s late ..... 100% deduction

If a student is absent on the day of a school examination or test, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either re-sit the test at a negotiated time or an estimate will be given if the application is accepted, or a zero awarded if task was missed without reasonable explanation and documentation.

If students know they will be absent from school on the date an assessment task is due (eg representing the school in sport, performing arts, school excursion, work placement, etc), they must submit the task before the due date unless there are exceptional circumstances requiring the submission of an extension application form.

If students know that they will be absent from school on the date a test or examination will be held (eg representing the school in sport, performing arts, school excursion etc), they must make arrangements to do the test/examination on the catch up day or on a date approved.

Zero Marks Awarded

A student may be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason (see above);
- has been involved in malpractice (see All My Own Work above); or
- if, in the teacher’s judgment, the work is worth zero.

Appeals

- Students have the right to appeal if they feel that the process used does not comply with the assessment policies and procedures (see Appendices of this booklet for form).
- Appeal forms must be lodged within one calendar week of the return of the task.
- Students should note that an appeal couldn’t be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process.
- Appeals should be lodged with the Deputy Principal.

School Reports

School reports will be issued towards the end of Term 2 and again after the conclusion of the Preliminary Course.
### Student Personal Result Sheet

Student’s Name: ________________________________

This page is included so that the student can keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

<table>
<thead>
<tr>
<th>Assessment Task No.</th>
<th>Courses Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Use one column for each subject including any additional extension courses)</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also note that school based assessment marks are moderated by the Board of Studies against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.
Application for Extension of Time and Application for Illness/Misadventure consideration Form

• Extension applications MUST be submitted at least one day before the due date of an assessment task or before sitting for a test or examination
• Illness/Misadventure applications MUST be submitted within one week of the date of the task or examination. This form should be used if you had an illness or a misadventure that prevented you from doing the task or examination, or that impacted on your performance during the task or examination.

Student name:________________________________________ Year: ___________ Date: ______________________

I wish to apply for an extension of time/consideration due to illness/misadventure (delete whichever does not apply).

Course:________________________________________ Date task is due or test/exam: _______________________

Task or Examination:______________________________________________________________________________

Explain the reasons for your application: ______________________________________________________________

Independent evidence provided:

➢ Doctor’s Certificate supplied: Yes/No
➢ Written declaration by parent/carer/student (if own carer) Yes/No

I declare that the information I have provided is true:

Student signature: _________________________________________ Date: ________________________________

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Office Use Only

Head Teacher decision and comment: ................................ ................................ ............... Approved/Declined
_______________________________________________________________________________________________
_______________________________________________________________________________________________

New date if granted: _______________________________ Head Teacher Signature: __________________________

Head Teacher is to retain a copy, a copy given to the student and a copy placed in the students file.

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Assessment Mark/Grade Appeal Form

Name: ______________________________________________ Date: ____________

Appeal forms must be lodged at the Campus Office within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that the Campus did not follow due process. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition.
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course name: ______________________________________________________________________________

Task name & number: _________________________________________________________________________

Task Description: ____________________________________________________________________________

__________________________________________________________________________________________

Details of your appeal: _______________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Supporting documentation (list the documents that you are attaching to this appeal):

__________________________________________________________________________________________

__________________________________________________________________________________________

Office Use Only - Outcome of Appeal

Student Name: ______________________________

Declined / Upheld

Reasons:

__________________________________________________________________________________________

__________________________________________________________________________________________

Approved by: _____________________________ Signed: ___________________________ Date: _____________
Glossary of Key Words

The 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.  
|给予 | Give an account of: narrate a series of events or transactions.  
| Analyse | Identify components and the relationship between them; draw out and relate implications.  
| Apply | Use, utilize, employ in a particular situation.  
| Appreciate | Make a judgment about the value 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 arguments or items.  
| 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 between.  
| Evaluate | Make a judgment based on criteria.  
| Examine | Enquire into.  
| Explain | Relate cause and effect; make the relationships between things evident.  
| 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 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.  
| Synthesize | Putting together various elements to make a whole.  

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