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WELCOME

Welcome to our Senior School - Year 11 and Year 12 at Cape Byron Steiner School.

You are beginning a very rewarding time of your education journey. It is the end of the Main Lesson structure at our school and the beginning of the Preliminary HSC and the Higher School Certificate. You will have been allocated grades for completing Stage 5 and these will appear on the ROSA (Record of School Achievement) with Preliminary grades. If you leave at the end of the Preliminary year, you will receive a cumulative credential called RoSA.

In the senior years there is an expectation of leadership, commitment to study and respect for the school: its directions, guidelines, directives and all members of the school community. Senior students are expected to participate in all aspects of school life; including all school carnivals and events. Students are encouraged to make positive contributions to the community in terms of behaviour and creative initiatives and as role models for younger students.

Full attendance is expected. Some classes are held after school and these are considered part of the school program and are compulsory. In Year 12 there is an opportunity for students to request some alteration to attendance when they have some afternoons with no set classes. This request is to the Guardian and Deputy Principal or Principal and will only be granted if there is a clear picture of diligence, excellent behaviour and commitment to learning. Every period without a set subject timetabled is considered a study period and needs to be used to complete tasks. These study periods can be in the Library or in designated study rooms that students will be informed of.

As some of you reach driving age, you may wish to drive to and from school in a personal car. There are some responsibilities associated with this. If you have a license and wish to drive to school and park in our grounds, you are required to fill out an appropriate form from the Office which is signed by the Deputy Principal/Principal. If you wish to carry any passengers from the school, the students wishing to be passengers need to complete a form regarding this from the Office, to be signed by their parent and the Deputy Principal/Principal. No student is permitted to get a lift to and from school without having signed permission. You are not permitted to leave the school grounds in a car during the day, whether yours or a car belonging to another student, and return to school. Responsible parking and driving within the school grounds is expected and if this is not demonstrated, privileges of driving a car to school may be withdrawn.

You have chosen your subjects for Year 11 and Year 12 and have been entered into BOSTES Online administration. All teachers and students need to comply with BOSTES guidelines in relation to assessment and curriculum. It is a good idea to go to BOSTES website and read the very comprehensive information for students and parents in relation to procedures and requirements for the Preliminary HSC and the HSC.

BOSTES publishes information every year related to exam procedure and assessment. CBRSS will pass these onto students and parents when necessary.

Please read this document closely as it contains vital information about our Assessment Policies and Procedures.
ATTAINMENT OF THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate, candidates must study
- a minimum of 12 units in the Preliminary course
- a minimum of 10 units in the HSC course.

Both the Preliminary course and the HSC course must include the following:
- At least 6 units from BOSTES Developed Courses, including at least 2 units of a BOSTES Developed Course in English.
- At least three courses of 2 units value or greater.
- At least four subjects.

A maximum of 6 units of courses in Science can contribute to Higher School Certificate eligibility.

Students who wish to be eligible for an ATAR must study a minimum of 10 BOSTES Developed units in the HSC year.

ELIGIBILITY FOR THE HSC

BOSTES states that to qualify for a Higher School Certificate a student must fulfil the course completion criteria.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:
- Followed the course developed or endorsed by BOSTES, and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- Achieved some or all of the outcomes of the course.

Apart from the regulations relating to course combination patterns, to be awarded the HSC a student must therefore demonstrate:
- Satisfactory attendance and application
- Satisfactory completion of course requirements
- Satisfactory completion of assessment requirements
- A serious attempt in HSC examinations.

NON-COMPLETION OF A COURSE (N) DETERMINATION

In HSC courses, students may be deemed not to have satisfactorily completed the course if there is sufficient evidence of:
- Omission, to a significant degree, of experiences which are integral requirements of the syllabus, for example, assignments, practical work, participation in class activities
- Failure to make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks.

Should a student fail to complete an assessment task the school will issue a warning letter explaining that the student needs to complete all assessment tasks or else the school will determine that the students has not satisfactorily completed the course. At least two warning letters will be issued before the school considers making a decision. When the school makes such a decision an “N” determination will be submitted by the school to BOSTES.

Courses that are not satisfactorily completed can result in a student not meeting the pattern of study requirements and so become ineligible for the award of a Higher School Certificate.
REPORTING THE HSC

BOSTES reporting provides candidates with detailed feedback on their performances in each course presented for the HSC.

The mark achieved in each 2 Unit course will be shown on a scale of 0 to 100. The mark of 50 represents the minimum standard expected.

There are five performance bands above 50, corresponding to different levels of achievement of course outcomes. The band 90 to 100 corresponds with the highest level of achievement.

On satisfactory completion of the HSC students receive a portfolio containing:

- The HSC Testamur (official certificate confirming that requirements for the award have been met)
- The HSC Record of Achievement (this lists the courses studied and reports the marks and bands achieved) Preliminary grades will also be reported on this HSC Record of Achievement.
- Course Reports (for every HSC BOSTES Developed Course you will receive a report showing marks, performance scale and band descriptions, together with a graph showing the state wide distribution of marks in the course).

THE AUSTRALIAN TERTIARY ADMISSION RANKS (ATAR)

The ATAR is a rank between 30.00 and 99.95 in increments of 0.05. It is a measure of overall academic achievement in senior secondary studies that assists tertiary institutions to select applicants for admission to tertiary courses. ATAR is calculated by UAC.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR.

Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

WHO RECEIVES AN ATAR?

NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive advice from UAC after they receive their HSC results from BOSTES.

ATAR RULES

Rule 1 - Eligibility

To be eligible for an ATAR students must satisfactorily complete at least 10 units (including at least two units of English) of BOSTES-developed courses. Of these courses, 8 units must be from Category A courses.

Rule 2 - Calculation of the ATAR

The ATAR is based on the aggregate of scaled marks in 10 units of courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

The calculation of the ATAR is subject to the following restrictions and conditions:

- satisfactory completion of English;
- accumulation of courses over a period of no more than five years;
- if a course is repeated, only the last satisfactory attempt will be used in the calculation; and
- withdrawal from a repeat course whether by advising the Principal, BOSTES or by non-attendance at the examination will be regarded as a non-satisfactory attempt – in such case the mark from the previous satisfactory attempt will be used in calculating the ATAR.
CATEGOR Y A and B COURSES AND THE ATAR

BOSTES-developed courses that have formal examinations are classified by the universities as Category A or Category B courses. The universities prefer to use the categorisation method to determine entry to tertiary courses and have tried to keep formal prerequisites to a minimum.

The criteria for Category A courses are:
- academic rigour
- depth of knowledge
- the degree to which the course contributes to assumed knowledge for tertiary studies, and
- the coherence with other courses included in the ATAR calculations.

Category B courses are those where, while the level of cognitive and performance demands are not regarded as satisfactory in themselves, their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more demanding.

Category B courses are primarily VET frameworks.

Make sure you check which BOSTES Developed/ATAR courses are Category A and which are Category B.

HOW IS THE ATAR DETERMINED?

The calculation involves two steps:

- HSC students who are eligible are ranked on the basis of their aggregate of scaled marks.
- Rankings are then determined for these HSC students as if all Year 10 students had completed Year 12 and been eligible for a rank. This rank is the ATAR.

THE SCALING PROCESS (in brief)

BOSTES reports student achievement in BOSTES Developed courses using performance bands.

A performance band indicates the standard attained by a student in a course in relation to defined criteria. These criteria, which include knowledge and understanding of the concepts and principles of the course, will differ across courses.

While it will be possible to compare achievement in a particular course from year to year, it will not be possible to compare achievement across courses.

The set of results a student receives from BOSTES will provide a profile of her or his attainment across a range of HSC courses. There is no attempt to provide an overall measure of academic achievement.

Because BOSTES’ marks in different courses are not comparable, the marks are scaled before they are added to give the aggregate from which the ATAR is determined. The scaling process takes BOSTES’s marks and estimates what the marks would have been if all courses had been studied by all students. The scaling algorithm is designed to encourage students to take the courses for which they are best suited, and which best prepare them for their future studies. The principle underlying the algorithm is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another.

The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using, as a criterion, the overall demonstrated academic attainment of the course candidature.
The scaling process is carried out afresh each year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same.

For each student, BOSTES’s examination mark and the moderated school assessment for each course completed are firstly averaged to produce a course mark. The marks on each 2 unit paper are then standardised to a mean of 50. Where no school assessment is required only the examination mark is used.

The scaling process then determines weightings for 2 unit courses according to the quality of their candidatures and adjusts the marks for each course. The quality of a candidature is defined as the average examination performance of the students in all examinations attempted.

Note that the order of merit of students within each course is not affected by the scaling process. Scaled marks are not reported to students.
HSC & PRELIMINARY ASSESSMENT POLICIES AND PROCEDURES

INTRODUCTION
This Section provides information relating to the formal assessment program associated with each Preliminary and the Higher School Certificate course delivered at CBRSS. Assessment arrangements and the construction of assessment tasks occur within a framework of BOSTES’ rules and guidelines and CBRSS policy. BOSTES’s rules are set out in its Assessment, Certification and Examination (ACE) Manual. Course rules and guidelines are set out in each BOSTES syllabus. Syllabus rules and guidelines outline the general nature, frequency and weighting of assessment tasks administered in each course. The form of each task is determined by CBRSS.

BOSTES recommends 3-5 assessment tasks per PRELIMINARY and HSC Course, including the Trial HSC in term 3 of Year 12, however the nature and number of tasks is ultimately the decision of the School.

SPECIFIC TASK DETAILS AND TIMING
An Assessment Schedule will be published for each PRELIMINARY and HSC course delivered by CBRSS. Each schedule provides information about;
- the precise nature of each assessment task,
- the areas of the syllabus addressed by the task,
- the course outcomes to be demonstrated in completing the task, and
- the percentage contribution of the task to the student’s final HSC Internal Assessment Mark.

HSC INTERNAL ASSESSMENT MARK
BOSTES requires schools to submit an Internal Assessment Mark for each student in each course in which the student is enrolled. This mark must be based on the student’s performance in those tasks that form part of the published assessment program for the course. The HSC Internal Assessment Mark is used by BOSTES in calculating a student’s HSC Mark in the course. The Internal Assessment Marks are not used in raw form but are adjusted (moderated) according to the quality of the performance of the particular school’s candidates in the actual HSC examination in the course. In simple terms, the mean and standard deviation of the Internal Assessment Marks for a given course are adjusted to match the mean and standard deviation of the scores achieved in the external examination in that course by the students concerned. The adjusted result is called the moderated School Assessment Mark.

SATISFACTORY COMPLETION OF A COURSE ASSESSMENT PROGRAM
In order to receive credit for a given course for the PRELIMINARY and HSC Award, a student is required to satisfactorily complete Assessments Tasks that aggregate to more than 50% of the marks available for the formal Internal Assessment Program for that course. Satisfactory completion means that the student makes a serious attempt at the task and demonstrates achievement of at least some of the outcomes associated with the task. Failure to satisfactorily complete the assessment program for a course will result in warning letter issued by the School and if not addressed the student receiving a ‘Non Completion of a Course’ Determination (N Determination). Courses that were not satisfactorily completed will not be printed on the student’s record of achievement. This can result in a student not meeting the pattern of study requirements for the Higher School Certificate and thus being ineligible for the award of a Higher School Certificate.
NOTIFICATION OF ASSESSMENT TASKS

Students will receive formal notice of an Assessment Task a minimum of 10 school days prior to the due date. This notification will include the following:

1. Task Number
2. Percent contribution of task to final weighted assessment score
3. General nature of the task
4. Date on which the task is to be administered or submitted
5. Procedure for submission
6. Outcomes targeted
7. Additional task detail, as appropriate
8. Marking criteria and scale, as appropriate.

SUBMISSION OF ASSESSMENT TASKS

- Assessment tasks are to be submitted in accordance with the expectations outlined within the task.

FEEDBACK ON COMPLETED TASKS

- Once an assessment task is marked / graded, it will be returned to the student with meaningful written feedback in relation to the outcomes assessed.
- Students will be informed of their mark and rank (if requested) on each task and, except for the last task, their overall mark and rank in the course. Following the last task students will be told their rank position in the course.
- Individual task marks may be scaled / mapped to the published Assessment Schedules. This process will not affect the ranking of students in relation to individual tasks.

REPORTING CYCLE

CBRSS will provide written reports to parents. Reports will meet the requirements of BOSTES and any other relevant legislative requirements.

CBRSS will provide opportunities for teachers to meet with parents, to discuss student progress and achievement at least once a year. Parents or teachers may request to meet for this purpose at other times by appointment.

Preliminary Reports (Year 11) are distributed to parents twice a year. A mid-course report is completed at the end of term two and final report is circulated Week 4 Term 4. A mid-course HSC Report (Year 12) is provided to parents at the end of Term 1 (second term of the course work).

EXAMINATIONS

- HSC Mid-Course Examinations (Week 7 Term 1)
- Trial HSC Examinations (Week 3 of July Term Break)
- Preliminary HSC Mid-Course Examinations (Term 2)
- Preliminary HSC End of Course Examination (Term 3)
- Year 10 Examinations (Term 4)

NON-SUBMISSION OF ASSESSMENT TASKS

Non-submission of a task can have serious implications on a student's completion of a course and therefore the attainment of the Award of Higher School Certificate. Students who do not submit a task and have not been granted Special Consideration will receive a Non Completion of Course Determination (N) Warning Letter or in the case of an ongoing issue may receive notification of a Non Completion of Course Determination.
SPECIAL CONSIDERATION

No allowance can be made for a student who is absent from a task or who does not submit a task on the due date at the specified time unless Special Consideration has been applied for and granted.

A Request for “Special Consideration” can be made by completing a Special Consideration form and submitting it with the relevant supporting documentation for consideration by the Deputy Principal. The Requests for Special Consideration must be submitted prior to the assessment task due date or, in case of student absence or misadventure, within TWO DAYS of the student’s return to school. Do not assume Special Consideration will automatically be granted.

The Deputy Principal will consider the request, including relevant documentation, and advise the student and relevant staff of the decision to either support or decline the request. In doing so they will also give advice on the follow up to their decision that may include;

- rescheduling of the task;
- sitting an alternative task;
- an extension of time;
- a penalty or reduced penalty;
- a notification that a N Warning Letter is to be issued;
- an estimate of performance or
- another action that is considered appropriate.

Illness

A student who is unable to attend school on the day of an Assessment Task may submit a Request for Special Consideration form supported by a Doctor’s Certificate.

Misadventure / Special Circumstances

A student who is unable to attend or submit an Assessment Task on the due date for reasons other than illness may submit a Request for Special Consideration. If Request for Special Consideration is granted no penalties will apply.

Note: Computer downtime, printer failure or other such technological difficulties will not represent grounds for Special Consideration. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

LATE SUBMISSION OF ASSESSMENT TASKS

A student who submits an Assessment Task after the published submission time will incur a mark reduction penalty unless they request and are granted Special Consideration;

- An task submitted one day late (up to and including any part of the 24 hours following the due time of submission) will incur a 10% penalty.
- Two days late (between one day and up to and including any part of the following 24 hours) will incur a 20% penalty
- Three days late will incur a 30% penalty
- Four days late will incur a 40% penalty
- Five days late will incur a 50% penalty
- Six or more days late will mean no marks will be awarded for the assessment

The penalties incurred will be deducted from the total value of the task. For example, if a student gets 25/50 but is 1 day late, 10% of 50 will be deducted which is 5, and the final mark awarded will be 20/50.

Late submission of Assessment Tasks (Years 11 and 12) must be referred directly to the Class Guardian. If a student submits a Special Consideration Request the matter is required to be referred directly to the Deputy Principal for a ruling.
Assessment tasks usually have a given parameter for work limit and/or oral presentation length. Teachers will inform students on the Notification of Assessment Tasks of these limits and the penalties for exceeding the word length or oral presentation time.

UNFAIR ADVANTAGE AND MALPRACTICE

Unfair advantage arises from any activity that a student undertakes that undermines the fair and equal nature of an assessment task that either advantages or disadvantages one or more students undertaking the same task.

The most common way that an unfair advantage may arise is through Malpractice. Malpractice occurs when work submitted by a student is not wholly his/her own. Examples of Malpractice include:

- copying part or all of the work of another student.
- allowing another student to copy part or all of an Assessment Task.
- plagiarism i.e. copying part of a piece of work from another source without acknowledging the author/creator of that source.
- allowing another person to complete some or all of an Assessment Task.
- misconduct in an examination including accessing unauthorised materials or equipment during an examination.

Unfair Advantage may take many forms and the Deputy Principal will review each situation on a case-by-case basis. Possible examples of gaining an Unfair Advantage include falsifying of documentation to gain Special Consideration and if students absent themselves from programmed classes and/or school activities such as carnivals etc to study, prepare for or complete an Assessment Tasks.

Students, teachers and examination supervisors who are concerned about an issue of Unfair Advantage or Malpractice are to report this to the Deputy Principal. The issue will be referred to the Deputy Principal for investigation and consideration. When the Deputy Principal is satisfied that Unfair Advantage or Malpractice has occurred, sanctions will be imposed on the student(s) concerned, including a reduced or zero score for the relevant task.

INVALID OR UNRELIABLE ASSESSMENT TASKS

There may be a situation where an assessment task does not function as required or where problems arise in the administration of the task. The Deputy Principal and Principal will determine a reduction in the weighting assigned to the task or adding an additional task with adjusted weightings and sufficient notice.

WARNINGS TO STUDENTS

If a student fails to submit a serious attempt of an Assessment Task or is at risk of not meeting the requirements for a course, the Subject Teacher will, in accordance with BOSTES' requirements, notify the student and their parents. This is done in writing by posting a Non Completion of Course Determination (N) Warning Letter to the student’s home address. It is essential that the student address the “Action Required” in this letter within the time designated.

Failure to address the “Action Required” by a Warning Letter will result in a second warning letter being issued. This letter will also contain an “Action Required” and a timeframe in which this action must be completed. Failing to address this requirement may make the student ineligible for the Principal's determination of Satisfactory Completion of that course, in which case the student would receive a Non Completion of Course Determination (N) determination for that particular course. A Non Completion of Course Determination will mean that the relevant course is not listed on the student’s Record Of Achievement and this may make the student ineligible for the Award of the Higher School Certificate.
Internal Student Appeals (Assessment Task Marks/Grades)
At times students will want to appeal the result awarded on an Assessment Task.

Appeals by students need to be lodged in writing within one week of the return of the Assessment Task with the subject teacher who will refer it on to the Deputy Principal.

The review will focus on the documentation, procedures and process that underpin the validity of the Assessment task, for example, that marking has taken place in accordance with the marking criteria. The Deputy Principal, Principal and Assessment Co-ordinator will meet and review the appeal.

The student will receive written feedback from the Deputy Principal in relation to the outcome of the appeal.

External Student Appeals (Assessment Ranking)
Students have the right to request a review of their course ranking based on the assessment submitted to BOSTES for HSC purposes.

Appeals should be lodged within five days of the release of the student's rankings.

Appeals will be first considered by the Deputy Principal, Principal and Assessment Co-ordinator, which will be guided by BOSTES directives in making a determination.

Students may subsequently request that their appeal be transferred to BOSTES for determination.

Appeals may be based only on the possibility of clerical error or contradiction of information provided to the student during the HSC course.

Student Appeals Regarding N Determinations
A student who wishes to appeal against the “N” determination awarded in any subject should submit a written appeal, together with evidence, to the Principal in accordance with BOSTES guidelines.

COURSE INFORMATION
HIGH SCHOOL CERTIFICATE (HSC)
Year 11 Preliminary courses will be completed after 3 terms of study beginning on Day 1, Term 1 of Year 11. Term 4 will mark the commencement of Year 12 HSC courses. Before the commencement of these HSC courses a student must have achieved a satisfactory record of achievement in the corresponding Preliminary Courses.

COURSES FOR THE HSC
Courses may be of one or two years in duration. Two-year courses may have both Preliminary and HSC components. One-year courses may count as either Preliminary or HSC courses. BOSTES Developed Courses (BDC’s) are courses developed by BOSTES. A syllabus is available for each of these. Schools must use the current syllabus for any BOSTES Developed Preliminary or HSC course they teach.

PRACTICAL SUBJECTS: MAJOR WORKS
Many students at CBRSS will choose subjects that require the completion of a Major Work. There are strict guidelines about malpractice and verification of student’s own work that need to be adhered to. Students will receive a BOSTES document outlining some of the ways to avoid any of the issues related to malpractice and undue assistance.

At CBRSS, students must obtain permission from their subject teacher about what project they will choose. The school has the right to refuse a project based on concerns about validity, size, practicality and scope. The school can contribute a maximum of $50 towards the materials required for a particular Major Work. Any extra funding required, such as music accompaniment, building materials or photographic expenses etc., must be carried by the student. This needs to be taken into consideration when choosing a project.
In keeping with BOSTES guidelines, students need to show process of their Major Work at school. Supervising staff need to be able to verify that the project is the work of the individual student and that there has not been undue assistance. Unless the supervising staff member has written evidence of work completed at school, the Major Work may not be verified by the Principal who has to sign off on all Practical submissions.

**HSC: ALL MY OWN WORK**

In accordance with BOSTES requirements, all students entering Preliminary courses must have completed the *HSC: All My Own Work* program provided by BOSTES. At CBRSS this program is completed in Class 10 at the end of the year. All students must complete all units and demonstrate completion to the Deputy Principal. New students entering the school after this time will need to bring documentation to support their completion or undergo the program in the beginning of their Preliminary year.

**DISTANCE EDUCATION COURSES**

**General**

Should there be subjects you wish to study that CBRSS does not offer correspondence courses are available through The Southern Cross School K – 12, Distance Education Centre, Ballina. These course providers supply:

- A unit of work per week
- Assessment tasks
- Marked responses
- Trial exams.

Subject supervisors are available for personal consultation by phone from school. Students will have a member of staff as a mentor for their Distance Education subjects. Often these will be able to assist with coursework. We advise you to choose your Distance Education courses very carefully. To successfully complete these courses self-motivation and sustained effort are required. You will work on your own to a large extent.

**Distance Education Course Supervisor**

The Course Supervisors ensure students receive their assignments, and return their assessments through the post. They act as the Liaison Teacher with Southern Cross School of Distance Education and will help with administrative details. It is not their role to chase up students who are late or behind in submitting their work, but will keep Class Guardians informed of the students’ progress.

**Fees**

At present, for those students studying by Distance Education, the full cost per subject, per year is $800 for Preliminary and HSC study. However, the School undertakes to subsidise 50% of the cost of these courses. The School also purchases textbooks and recording equipment necessary for the completion of course work. These remain the property of the School, and must be returned upon completion of the course. Parents or guardians of students enrolling for courses through Southern Cross Distance Education Centre are required to give an undertaking that, should their child discontinue the course, they will bear the full cost of the course, including the cost of textbooks.

**VET (Vocational Education and Training)**

VET (Vocational Education and Training) courses are available for study by students as part of Stage 5 or the Higher School Certificate.

Almost all VET in Schools courses lead to nationally recognised Australian Qualifications Framework (AQF) qualifications, either certificates or statements of attainment. Some courses also include work placement. These courses can provide a head start towards a career and pathways to further study. VET courses are delivered to students by Registered Training Organisations (RTOs). These can be their schools, colleges of TAFE NSW or other private RTOs.
All VET courses are either developed or endorsed by the NSW BOSTES, for inclusion in a student’s Record of School Achievement or Higher School Certificate.

- BOSTES Developed VET courses (Industry Curriculum Frameworks), contribute to the Higher School Certificate and allow students to sit for an optional examination (for 240 hour courses) which can contribute to the Australian Tertiary Admission Rank (ATAR).
- BOSTES Endorsed (non-framework) courses contribute to the Record of School Achievement or Higher School Certificate, but not to the ATAR.

TVET (TAFE-delivered Vocational Education and Training) courses give year 11 and 12 students the opportunity to study TAFE courses as HSC subjects. There are many courses to choose from. Please see TAFE North Coast (website) for more information. TVET courses usually involved students travelling to a TAFE College on a weekly basis.

There are fees payable to the External Provider for VET and TVET courses. These vary depending on the institution.
SPECIAL CONSIDERATION REQUEST

Student's Name ___________________________ Course ____________________

Task Date Set ___________ Task Date Due ___________

Task Description ________________________________

Detailed description of the reason for request (include dates of absence from and return to school, if relevant)

Supporting documentary evidence attached 1._________________________

2._________________________

Declaration

I/We declare that the above information is a true and accurate account of the circumstances surrounding the non-completion on/by the due date of the assessment task stated above.

Student's Signature ________________ Parent/Guardian’s Signature ________________ Date submitted ________________

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Deputy Principal

Request for special consideration is granted / denied

- [ ] Student to receive an estimate.
- [ ] Student to sit for or complete the task on ____________________________ (Date)
- [ ] Student to sit for or complete an alternative task on ____________________________ (Date)

Comments: ________________________________________________________________

______________________________
Deputy Principal

______________________________
Principal
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Assessment Procedures and Guidelines
Student Declaration

I ………………………………………., Year ……… acknowledge that I have been provided with a copy of the CBRSS Senior School Handbook. I have had this booklet explained to me and understand the following guidelines:

- Each Assessment Task must be submitted to your teacher in person or have it signed by another teacher on submission with the time and date details supplied.
- Computer failure is not an acceptable excuse for late submission of an Assessment Task.
- Late penalties will be imposed for late submission of an assessment task. A 10% penalty per day is the usual penalty.
- In the case of a planned absence, Special Consideration applications must be completed prior to attempting an Assessment Task.
- In the case of an unplanned absence on the day of an Assessment Task or examination, your Guardian must be contacted on or before the morning of the task and upon return to School you must report immediately to the Guardian (if not available, the Deputy Principal) with your Doctor’s Certificate.
- Absences during the week prior to an Assessment Task may require a doctor’s certificate. Absence from CBRSS to work on an Assessment Task may be deemed an unfair advantage (penalties apply).
- Assessment Tasks must be original work. All references must be correctly acknowledged. An electronic check for plagiarised work may be conducted by the teacher or the teacher may request you to submit an electronic check report.

.................................................................................................................  .........................
(Student’s Signature)  (Date)

.................................................................................................................  .........................
(Parent’s Signature)  (Date)

Please return the signed declaration to your Guardian within a week.