

# **ASCC Handbook for Students**

## **of the BSSS Accredited Chinese Language Courses**

ASCC 2025

This is a compilation of a number of ASCC documents

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## ASCC: The school

The Australian School of Contemporary Chinese (ASCC) is also named as Standard Chinese school of Australia (SCSA). Established in November 2003 and started teaching in February 2004, the school is a not-for-profit community language school. It is also:

- a specialist education provider registered with ACT BSSS (Board of Senior Secondary Studies)
- a recognized provider of teachers professional learning programs by ACT TQI (Teachers Quality Institute)
- the only Chinese Proficiency Testing Centre recognized by Chinese Testing International in the ACT and surrounding areas.

The school seeks to serve Canberra and surrounding areas as a centre for learning Chinese language and culture in Australian context. It strives for:

- quality teaching and learning and pursuit of excellence by students and staff
- a safe, well organised educational environment which encourages students early and continuing learning and supports parents in their role as educators
- development of responsible Australian citizens who have the language skills and understanding of the Chinese culture and society, which contributes to their capacity to achieve in their lives
- an inclusive school culture that respects all students and their diverse backgrounds, needs, interests and achievements.

ASCC offers different Chinese programs for different learning groups, eg. Foundation to Year 10 Chinese program, BSSS accredited courses including Chinese T Courses, adult Chinese language programs, calligraphy, Chinese dancing, Chinese instruments such as Guzhen, hulusi (cucurbit flute), Chinese Cultural Camp (holiday program), etc.

The language programs are developed and implemented under the Australian Curriculum, BSSS Chinese Curriculum and International Standard for Chinese Language Teaching, and based upon the most updated teaching materials. ASCC also develops special Chinese language and cultural programs for mainstream schools in according to their requirements.

At the end of each academic year, all attendees of Chinese programs in ASCC will obtain Certificate co-signed by the president of the ACT Community Language Schools Association (ACTCLSA) and the ASCC Principal.

## ASCC: Enrolment

### Language Eligibility Form Process for BSSS Accredited Chinese Language Courses

#### Available BSSS Courses

ASCC have been accredited for Chinese T courses, A courses, and M courses at Beginning, Continuing and Advanced levels. Students may choose any of these courses to meet their Chinese learning needs.

T courses (Tertiary courses) are specifically designed and accredited by the BSSS to prepare students for higher education. They have a strong academic focus and aim to develop the knowledge, skills, and understanding required for university-level studies. T courses are crucial for Years 11 and 12 students seeking an ATAR (the Australian Tertiary Admission Rank). A T course student is able to use their results towards their ATAR score. They will also have their results listed on their ACT Senior Secondary Certificate (ACTSSC).

A courses (Accredited courses) are deemed by the BSSS to be educationally sound and appropriate for students in Years 11 and 12. They are designed to provide a general education and develop skills and knowledge relevant to further study, work, and life. A courses can contribute to the ACT Senior Secondary Certificate (ACTSSC).

M courses (Modified courses) are accredited courses specifically designed to provide appropriate educational experiences for students who satisfy specific disability criteria, particularly those with a mild to moderate intellectual disability. Enrolment in M courses requires evidence of the student's disability, such as a diagnosis from a relevant professional, and is made in consultation with school executive and the student or their advocate. M courses contribute to the ACTSSC but are **not** included in the calculation of the ATAR.

In the BSSS system, students may study a language course at Beginning, Continuing or Advanced levels. Beginning courses are for students who have no previous knowledge of the language. Continuing courses are for students who have completed two or three years study of the language in high school. Advanced courses are for students with near or actual Chinese fluency for their age.

#### Language Eligibility Form Process for the BSSS Courses

In order to enrol in one of the BSSS accredited courses (A, T, or M) at ASCC, a student must be or going to be studying in Year 11 or Year 12 in an ACT mainstream school.

The student must be assessed to determine which level of the language courses (Beginning, Continuing, Advanced) is suitable for them. For this purpose, the student must fill in the BSSS Language Eligibility Form and be assessed based on the information provided in the form before being offered a place in one of the accredited courses.

The assessment takes into account the student's prior learning and experience in three aspects:

- a) education
- b) in-country experiences
- c) use of language out of the classroom.

The matrix of these criteria below is used to make decision on which level of studies a student would be eligible for. Students are encouraged to use this matrix to test and decide the level of course they are eligible for before applying.

| PATHWAY                     | CRITERIA FOR PERMISSION TO ENROL IN A BSSS LANGUAGE COURSE                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |                                                                                                                |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                             | Education                                                                                                                                                                                                                                                                                                                                                                                                                                | Residency and/or time spent in-country                                                                                               | Use of the language outside the classroom                                                                      |
| Beginning language courses  | Little, or no formal education (from pre-primary) in schools where the language is a language of instruction<br>They may have had some instruction in primary school or early high school elective language classes<br>Language and cultural awareness instruction comprised less than 200 hours in total, P-10, including education in community organisations and less than a total 80 hours of language classes across Years 9 and 10 | Less than one year in total of residency and time spent in a country where the language is a medium of communication                 | Nil or very infrequent use of the language outside the classroom with a speaker/s of the language is permitted |
| Continuing language courses | One (1) to five (5) years in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations<br>or<br>Two or more years of successful* study in the language at high school including Year 9 and 10                                                                                                                                              | Between one (1) and five (5) years in total of residency and time spent in a country where the language is a medium of communication | Use of the language outside the classroom with a speaker/s of the language is permitted                        |
| Advanced language courses   | More than five (5) years in total of successful formal education in schools where the language is a language of instruction, including 2 years in high school, and or education in community organisations and or intensive language courses                                                                                                                                                                                             | More than five (5) years in total of residency and time spent in a country where the language is a medium of communication           | Sophisticated use of the language (spoken and written) outside the classroom with a speaker/s of the language  |

\*Grades of 'C' and/or equivalent and above.

## **The enrolment process**

The objective of the language enrolment process is to determine distinctions between students who have significantly different experience, knowledge, and proficiency in a language. Students should enrol in courses that match their experience and can extend them in the language.

### **1. Student's application submission**

To apply for enrolment in one of the BSSS accredited courses at ASCC, the student will need to complete [the Language Eligibility form](#) and send the completed form to [ascc@trilong.com.au](mailto:ascc@trilong.com.au). In the form, they will be asked to specify their intended level of course. They may discuss with and seek assistance from the ASCC course coordinator if needed.

### **2. School's assessment of the application**

The form will then be reviewed by the ASCC course coordinator. The course coordinator may seek further information from the student /parent. Supporting evidence (e.g. past school reports, proficiency test results, or interview) may be required if in some cases.

### **3. School's decision of course placement**

Based on the BSSS criteria and the information provided, the student will be recommended for enrolment in the appropriate level of the course. For complex cases, if necessary, the course coordinator may consult with the relevant BSSS officer or experienced Chinese language teacher at other schools.

### **4. Notification of assessment outcome and offer of enrolment**

The student will be notified of the outcome of their application, including the course level they are eligible to undertake, and any other information about the course, e.g. fees, resources.

### **5. Acceptance of the offer**

The student needs to inform ASCC if they accept the offer.

If the student or family disagreed with the course coordinator's recommended course level, they may seek review of the decision by ASCC Principal. The Principal's decision will be final. If the student or family is still unsatisfied, they may choose to not enrol with ASCC.

### **6. Confirmation of enrolment**

Upon completion of the steps outlined above, the student's enrolment in the language course will be confirmed.

It is important that the student keep their home school informed about their enrolment in the BSSS accredited Chinese language courses at ASCC. ASCC may issue a Confirmation of Enrolment (CoE) upon request if the student's home school requires.

## Student Code of Conduct

### ASCC Code of Conduct for Students

The students undertaken the BSSS accredited Chinese language courses at ASCC are expected to abide by the *ASCC Student Regulations* which applies to all students at ASCC. The students should also show and remind their parents or carers to read and follow the *ASCC Rules and Regulations for Parents* in their *ASCC Student Handbook*.

[The section below is from the *ASCC Student Handbook*.]

#### **ASCC Student Regulations**

All students should understand that every student attends the ASCC programs voluntarily. To ensure the success of the ASCC programs, students are requested to obey the following regulations:

1. Please pay full attention in class, participate enthusiastically, maintain class discipline, raise your hand before speaking and do not leave your seat without asking.
2. Please be courteous to teachers, parents/guardians and school staff; take initiative in greeting teachers and fellow students.
3. Please be friendly to each other, be helpful and try to learn from each other. Please speak Chinese rather than English or any other dialects during school hours.
4. There will be no fighting, no swearing and no bully in any circumstance in the ASCC programs, if you made a mistake, you must admit it and apologize.
5. Bringing dangerous articles to ASCC is strictly forbidden; also, please do not bring valuable items to the program. Mobile phones are not allowed in class and must be switched off.
6. Please take good care of school property, compensation must be made for damage to such property.
7. Food and drink are not allowed in classroom; please keep your classroom clean. If you use any item that belong to classroom, please put them back after you have done.
8. Please have parents to report to the teacher or reception or present a note in writing if you have to leave early.

In addition to the above student regulations, the accredited courses students are required to read and understand the other policies and processes presented in this handbook, and follow the rules and procedures as required.

Please be aware that, if you arrive at school earlier than your class teacher and have any issue or need any assistance, the front desk teacher is in the foyer just outside the classroom. The front desk teacher and your class teacher are the last who lock and leave the school after class, so you may talk with them for any assistance or about any issue if needed.

## Attendance and completion of work

All students are expected to attend and participate in all scheduled classes, examinations and other learning activities for the units in which they are enrolled. Students need to provide adequate documentary evidence for any absence.

Any student whose attendance falls below **90% of the scheduled classes and learning activities** in the unit will be deemed to have voided the unit (v grade) unless satisfactory documentation is provided. It is a student's responsibility to catch up on missed work, when absent from a class.

## Completion of assessment

Students are required to complete and submit all assessment items unless due cause and adequate documentary evidence is provided (e.g. medical certificate). Any student who fails to submit assessment tasks worth in total 70% or more in the unit will be deemed to have voided the unit. A student can also void if less than 30% of assessment by weight is deemed insubstantial. That is, for the unit being awarded an A-E grade at least 70% of assessments must be substantially completed and submitted.

Special consideration, e.g. exemption from an assessment task and/or alternative assessment without penalty, may be arranged if the student providing adequate documentary evidence.

The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

## Late submission of work

Students are required to submit work on time, as this is a valuable organizational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in doing so. The purpose of the policy is to ensure equity for all students.

1. Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission.
2. a) Calculation of a notional zero in T units is based on items submitted on time or with an approved extension (i.e. a genuine score).  
b) A late penalty will apply unless an extension is granted. The penalty for late submission is 5% (of possible marks) per calendar day late (including weekends and public holidays) until the notional zero, calculated in (a), is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable.
3. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances with satisfactory documentation.
4. It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students.

## Work Not Handed In

According to the BSSS Policy and procedures, unless prior approval is granted, **a student who fails to submit 70% of the assessment required** may be V-graded. That is, the student may not receive any credit for the unit. Students should ensure that they keep copies of drafts and working documents.

## Special consideration

To ensure that fair and equitable assessment opportunities are provided to all students undertaking the BSSS accredited Chinese language courses, special consideration may be granted to students whose performance in assessment tasks may be affected by disabilities, illness, misadventure, or other extenuating circumstances beyond their control.

The aim of special consideration is to ensure that students are not unfairly disadvantaged due to these circumstances and that their results reflect their true level of achievement in the Chinese language learning.

### Types of special circumstances

Special consideration may be granted in cases where a student's performance in an assessment task may be significantly affected by circumstances beyond their reasonable control. These circumstances may include, but are not limited to:

- Disability: supporting evidence and documentation is required. Diagnosis by health professionals is preferable evidence.
- Illness: illness supported by medical documentation (e.g., doctor's certificate).
- Misadventure: unexpected or disruptive events such as accidents, bereavement, or significant personal trauma.
- Other circumstances: serious illness or crisis within the immediate family; other unforeseen and unavoidable circumstances that have had a substantial impact on the student's ability to complete the assessment task to the best of their ability.

### Special provisions may be granted

The types of special provisions may be granted to a student with a special circumstance include:

- Reasonable adjustments to assessment conditions to mitigate disability, illness or misadventure
- Task modifications or alterations, making sure the key knowledge, understanding and skills are accessible
- Deferring assessment, ensuring that the assessment is undertaken in appropriate conditions
- Assessment estimate may be given where exemption to an assessment may appropriate where it is not possible for the student to complete the task with condition or task modifications while maintaining the integrity of the task or due to time constraints.

### Special consideration process

Special consideration should be based on the principle of equity, integrity and transparency. Every student should have an equitable opportunity to demonstrate their achievement; adjustments must not compromise academic standards; and processes must be clear to students and families. The adjustments must also be supported by timely, relevant documentation.

#### 1. Notification

Student / family seeking special consideration for a BSSS accredited Chinese language assessment task should inform the teacher / school as early as possible.

## **2. Documentation submission**

Student submits application with evidence. Understand that the granting of special consideration is not automatic and is subject to review and approval. Make sure to provide accurate and complete information in their application and supporting documentation. Supporting document may be:

- Medical certificate, psychologist report, or
- Statutory declaration, or
- Letter from parent/guardian or support agency
- Documentation should include dates, nature of the issue, and how it impacts learning or assessment.

## **3. Review and decision**

The application is reviewed, and possible outcome include:

- Extension of due date, or time allowed for completion of a task
- Rescheduling of oral tasks or performance assessments
- Adjustment of task format (e.g., replacing a speaking test with a written or in-class alternative, where appropriate)
- Alternative assessment
- Consideration in moderation or grade awarding processes

## **4. Communication**

Student / family is informed in writing of the decision and adjusted arrangements. Records are maintained securely and in accordance with the BSSS protocols.

## **5. Appeals process**

Students who believe that their request was unfairly denied may appeal to:

1. The school principal
2. The BSSS (only after all school-based avenues have been exhausted)

# Academic integrity policy and process

## What is academic integrity

Academic integrity is the commitment to honesty, trust, fairness, respect and responsibility in learning, teaching and research (teqsa.gov.au). It means that everyone should do their own work, make sure the work submitted for assessment is their own, and appropriately acknowledge the sources of materials they used.

## Common violations of academic integrity

- **Plagiarism:** copying someone else's work or ideas without proper citation and acknowledgement.
- **Cheating:** using unauthorized materials or assistance during exams or assignments.
- **Fabricating Data:** inventing or altering data in research or assignments.
- **Collusion:** working with others to cheat or submit work that is not their own, or sharing answers inappropriately.
- **Impersonation:** having someone else take an exam or do their work and use it as their own.

## BSSS policy on academic integrity

BSSS views seriously any breach of academic integrity. It provides comprehensive guidelines for students as well as teachers on this matter. Understanding and following these guidelines is not only important to a student's current studies, but also valuable for their future tertiary education. Students are encouraged to read [BSSS Academic Integrity Student Guide](#) and [Student Guide: AI and Academic Integrity](#) that include what a student needs to know and do to maintain high standards of academic integrity. Included below are some excerpts from these guidelines.

### Plagiarism – from the BSSS Policy and Procedures Manual 4.3.12

Plagiarism is the copying, paraphrasing, or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work.

### Examples of Academic Integrity

To write with academic integrity, students will:

- Acknowledge the work and ideas of others, including AI, within their presentations and writing across all areas of the curriculum
- Appropriately format reference lists or bibliographies
- Demonstrate critical thinking, synthesis, have paraphrased information, and have written the work themselves.

### Examples of plagiarism could include, but are not limited to:

- Submitting all or part of another person's work or source text with or without that person's or source's knowledge
- Unauthorised use of Generative AI tools in assessment tasks without acknowledging
- Submitting all or part of a paper from a source text without proper acknowledgement
- Copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks or not using italics
- Overuse of tutor or parent assistance for assessment tasks

- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement
- Submitting a digital image, sound, design, artwork, artefact, product, photograph, or animation, altered or unaltered, without proper acknowledgement.

### **Principles behind the imposition of penalties:**

- Any work that is found to be plagiarised will incur a penalty ranging from a written reprimand and warning, through to the cancellation of all assessment results for Years 11 and 12
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence
- The impact on unit scores of the penalties imposed for serious and repeated instances of plagiarism will be managed in accordance with the Board of Senior Secondary Studies policies.

Note that in the tertiary sector, plagiarism is immediately treated as a breach of the code of conduct and may lead to loss of units and/or expulsion.

### **Procedures for dealing with situations involving plagiarism:**

- a) Any suspected case of plagiarism must be investigated at the school level
- b) The principles of natural justice must be applied at all stages in the process. If you are suspected of plagiarising work, you must be given a fair hearing and the opportunity to provide evidence of authorship.
- c) If there is evidence of plagiarism you must be interviewed by the teacher and the head of faculty and given the opportunity to explain your case before a penalty is determined
- d) If plagiarism is shown to have occurred, then the teacher, in conjunction with the head of faculty, Principal or Delegate as appropriate, should determine the penalty, considering the principles and the penalty schedule listed
- e) You must be advised, in writing, of the penalty and informed that you have the right to appeal the penalty under the Breach of Discipline procedures of the Board
- f) Details of any case of plagiarism must be recorded and the record kept centrally at the school.

### **Right of Appeal**

You have the right to appeal against the application and/or the outcomes of the above procedures. Refer to the Board Policy on Breaches of Discipline in relation to school-based assessment and Your Rights to Appeal Leaflet

## Penalties

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

- a) Reprimand of the candidate, except in cases where benefit would have been derived from such breaches
- b) The making of alternative arrangements for the assessment (e.g., through a reassessment)
- c) Parents contacted and informed of the issue and potential consequences
- d) The assessment marked without the material subject to the breach being considered
- e) Imposition of a mark penalty appropriate to the extent of the breach
- f) Cancellation of the result in the particular component of the college assessment concerned
- g) Cancellation of the total college assessment result in the unit/course concerned
- h) Cancellation of all the candidate's results for years 11 and 12 in assessments conducted.

The following is a guide to the penalties to be imposed by colleges. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

| Categories                             | Penalties                                                                                                                                |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| First incident of breach of discipline | One or more of the following penalties to be imposed subject to the degree of the infringement: (a) to (f)                               |
| Subsequent breach(es) of discipline    | One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline: (b) to (g) |

Counselling of students is a key component of the process. After the first incident of a breach of discipline, advice in writing to you must include a warning about the consequences of subsequent breaches.

[From BSSS (2023) [\*Student Guide: AI and Academic Integrity\*](#)]

## How a student gains an ATAR in the ACT BSSS System

The Australian Tertiary Admission Rank (ATAR) is what universities use as a primary tool to select students for their courses. ATAR is a rank, not a mark. It shows how well a student performed in comparison to other students across Australia. The highest ATAR is 99.95.

In ACT, the ATAR is calculated by the University Admissions Centre (UAC) using student's results from Year 11 and 12, provided by the BSSS.

### T Course Package

To be eligible for an ATAR, a student must complete a Tertiary Package during year 11 and 12 studies that accrue a minimum of 20 standard units which must include at least 18 accredited units. The accredited units must be arranged into courses to form at least the following patterns:

- five majors or
- four majors and one minor or
- three majors and three minors

Of these major and minor courses at least three major courses and one minor course must have been classified T or H.

### The ACT Scaling Test (AST)

To be eligible for an ATAR, a student must also sit for the ACT Scaling Test (AST), of which the result is used to scale school scores across the ACT to ensure fairness. The AST includes:

- Multiple Choice Test
- Short Answer Task (Quantitative Reasoning)
- Writing Task (Essay)

The student will sit this test with their home school and the home school will provide AST training.

You may find more information about [AST 2025](#) at the BSSS website.

### Student's ATAR

A student who completes a T course package and sits the AST may receive an ATAR based on their scaled course scores. The AST is used to moderate and scale scores across colleges, ensuring fair comparisons. The student's best three T majors and 0.6 of their next best major or minor contribute to their ATAR calculation. The final ATAR is determined by the BSSS using a standardized scaling process.

## ASCC T course and how it contributes to a student's ATAR

### Moderation at ASCC

Moderation is a quality assurance process used to make sure that marking and grading are consistent, fair, and aligned with the BSSS standards. There are two types of moderation: internal moderation and external moderation.

Internal Moderation is where teachers in the same school compare samples of student work. They discuss and confirm the application of assessment criteria and standards. If discrepancies in marking are found, they are addressed before final grades are submitted. This ensures consistency between different teachers and classes.

There are two external moderations every year in the ACT senior secondary school system, organised by the BSSS. This is a process where teachers from different schools and colleges submit samples of student work to the BSSS, and meet with teachers of the same subject from other schools and colleges. The purpose is to ensure system-wide consistency in grading. It helps confirm that one school's standards match those used in other schools across the ACT.

These Processes help ensure that student results are accurate, fair, and credible. They give confidence that grades reflect the student's real achievement compared to standard expectations. If a student's work is included in moderation, it is used to check the consistency of the marking across schools and colleges.

## **Scaling information about ASCC T courses**

As ASCC usually has less than 10 students in the BSSS accredited courses, we are classified as a small group and our students' work is compared to Chinese language student work in other schools and colleges by a Chinese language teacher in that school. This process usually happens in the last semester in Year 12 of the student's learning using work from throughout the two years of assessment. The information from that comparison is used along with AST results and performance in other subjects to make the most accurate judgement possible for scaling.

## **How ASCC T Course contributes to a student's ATAR**

The ASCC T courses may directly contribute to a student's T Course Package at their home school by providing recognised tertiary units of study.

These unit scores accumulate to form a course score, which is then scaled by the BSSS (using AST results) to ensure fairness across all ACT subjects and colleges. The scaled Chinese course score is then incorporated into the calculation of a student's ATAR, if it is among their top 3.6 best-scoring eligible subjects.

In addition, some universities offer adjustment factors (bonus points) for students who complete a language other than English course in Year 11 and Year 12. For example, the Universities Language, Literacy and Mathematics Scheme provides 2 to 4 adjustment points to eligible students, which can improve their selection rank for university admissions. [Please note, the availability and impact of these adjustments may vary by institution and the student's chosen course of study.]

Furthermore, successful completion of a BSSS accredited courses at ASCC is formally recorded on the student's ACT Senior Secondary Certificate. This validates the student's linguistic achievement and overall academic record, which may be useful for their further studies and future career.