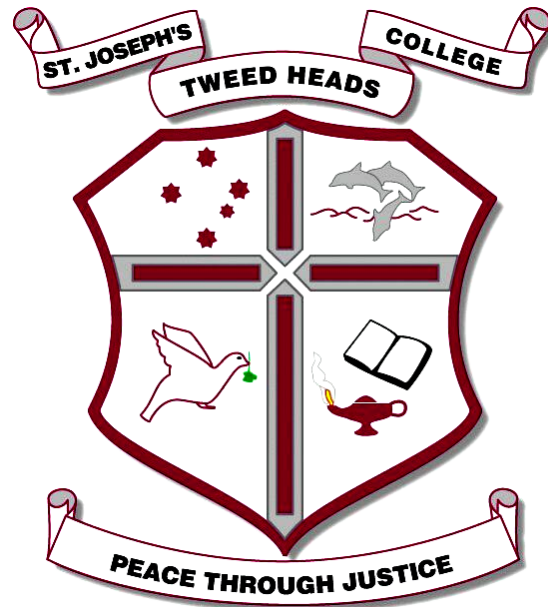


St Joseph's College

Tweed Heads



**PRELIMINARY
HIGHER SCHOOL CERTIFICATE**

**ASSESSMENT HANDBOOK
YEAR 11**

2011

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PREAMBLE

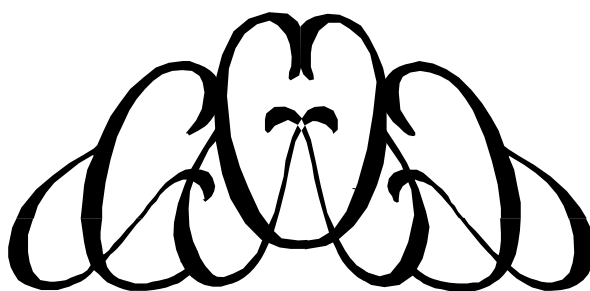
The information in this booklet is designed to give parents, students and staff an understanding of the Higher School Certificate Assessment procedures and information with regard to timing of assessments for each course.

Students need to be clearly aware of the expectations held for them by those charged with the responsibility of making judgements about their academic progress.

At the time HSC Assessment begins (Term 4 Year 11) students must recognise that completion of set work and commitment to all experiences set by the teacher will contribute significantly to final success in the HSC.

It is the teacher's responsibility to inform students of the requirements for a particular course. However, the student also has a responsibility to become familiar with the Board of Studies' documents in relation to syllabuses for all their courses. These documents are available on the NSW Board of Studies Web Site (www.boardofstudies.nsw.edu.au). Teachers are also available to answer questions or discuss problems in relation to HSC Assessment, as is the College's Curriculum Coordinator.

Students should take their time to read this handbook to ensure that they fully understand their responsibilities with regard to HSC Assessment.



ST JOSEPH'S COLLEGE

Assessment of Student Achievement

Stage 6

Preliminary and HSC Courses

INTRODUCTION

St Joseph's College is founded on the person of Jesus Christ. Our philosophy of assessment is one based on the values which He lived and proclaimed. As a Catholic school the understanding of the uniqueness of each individual student must be reflected in our policies and practices of assessment.

The NSW Board of Studies has developed and published mandatory requirements for assessment of students in the Years 7 – 12. These regulations and rules must be strictly adhered to in order for students to be eligible for the award of the School Certificate and the Higher School Certificate. This Policy and Procedures document establishes the structure within which we must operate.

Assessment is intended to recognise individual effort and achievement, to enhance self-esteem and to develop a realistic impression of one's strengths and limitations. The students at St Joseph's College are encouraged to take responsibility for their own learning and achievement.

Assessment procedures at St Joseph's College recognise personal achievement and performance in regard to course learning outcomes and performance descriptors. However, assessment, whilst significant, is only one component of school education at St Joseph's College.

ASSESSMENT AND ACHIEVEMENT

Assessment is used at St Joseph's College as a process of gathering information in order to make judgements and to give information about a student's achievement. Assessment is an integral part of each course of study and is linked closely with the course's Aims, Objectives and Outcomes.

The College has a commitment to ensuring that students can achieve as many of the course outcomes as possible and that in setting assessment tasks, teachers will ensure that our students know exactly what is expected of them, the outcomes of the course being assessed and the criteria being used to judge performance.

Justice requires that teachers will clearly communicate the criteria used in measuring achievement and that students will be fully aware of the purpose and scope of any set assessment task. Assessment at St Joseph's College will concentrate on what a student can do and will give the student an honest and realistic measure of achievement and progress.

SENIOR ASSESSMENT POLICY

At St Joseph's College, Tweed Heads we believe assessment should:-

- Be conducted regularly on a formal and informal basis.
- Be integral to the teaching and learning program.
- Be reflected in the reporting process – on a semester basis.
- Enable students to be clear about what they are expected to know and do.
- Provide students with adequate notice to prepare for the assessment.
- Reflect the outcomes of the teaching and learning of the course/unit/module.
- Be conducted in an environment which allows students to perform at their optimum level.
- Be varied according to the specific needs of subjects and syllabus requirements.
- Incorporate the preparation of the task, the administration, marking, feedback and evaluation components of the task.
- Allow for students to receive meaningful feedback about their performance and progress.
- Allow teachers to reflect on their teaching practice and to modify where necessary their approaches to the teaching and learning process.
- Permit teachers to make consistent judgements about student performance.
- Teachers should exercise professional judgement where necessary to determine final gradings for students. An 'on-balance' judgement of student performance relative to defined standards should be employed.
- Use a variety of task types to incorporate the learning styles of all learners.

Schools are currently required by the Board of Studies to submit assessments of student achievement relative to each other by the end of Year 12. This assessment is based on the achievements measured throughout Board courses. It encompasses all syllabus objectives other than those related to attitude and interest. It does not take into account conduct.

The assessment is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by the single HSC examination.

Each syllabus contains specific objectives, all of which are encompassed by the assessments. Each subject department has developed specific assessment schedules that take into account the syllabus objectives and the various weightings of each component. Details of these schedules for each course are included in this booklet.

ASSESSMENT PROCEDURES

PRELIMINARY AND HSC COURSES

Year 11 and Year 12

INTRODUCTION

The Board of Studies requires that schools assess the performance of students in their Preliminary Course studies as well as their HSC Course studies.

This is to ensure that the student satisfactorily completes each Preliminary course and is therefore eligible for entry to any follow-on HSC course.

ASSESSMENT PROGRAMME

Students will be required to complete specified pieces of work called Assessment Tasks throughout each of their courses.

These tasks may include:

- formal examinations,
- essays,
- assignment work,
- practical work,
- excursion reports and
- oral presentations.

The number and nature of the tasks will vary for each course.

Assessment tasks completed during the Preliminary Course (Terms 1-3, Year 11) do not count towards the HSC results. However, the overall Preliminary Course Assessment Program will be used to determine the eligibility for a Record of Achievement for the Preliminary Course.

The Preliminary Course and HSC Course Assessment Handbooks set out the 'formal' assessment requirements for each subject/course offered.

The subject assessment requirements are derived from:

- (a) Board of Studies syllabus requirements, and
- (b) Subject/Course Teaching and Learning Programs.

The subject assessment requirements provide information relative to:

- (a) Syllabus components and weightings
- (b) Task description
- (c) Timing of task
- (d) Task value
- (e) Outcomes of each task (to be determined)

Preliminary Course and HSC Course Assessment Task Calendars supplement the Handbooks and are provided in hard copy for students each year. The calendars provide specific dates for tasks. Variations to task dates can occur after teacher consultation with the Curriculum Coordinator. Any variation of assessment dates will only occur as a result of unforeseen circumstances.

The rules for Preliminary Course assessment will be the same as the rules applied to HSC courses. The following procedures relate to all assessment tasks in the Preliminary and HSC Courses at St Joseph's College.

NOTIFICATION OF TASKS

1. Prior to the scheduled date of the assessment task, and **at least two weeks prior to the task, specific details of the assessment task will be posted on the College website. Students who are unable to access the College website may request a hard copy of the task from their teacher.**
2. The Assessment Task Notification will include:
 - The date and timing of the task.
 - Length/duration of task (eg. reading time, etc).
 - Type/nature of task (eg. hand-up, exam, etc).
 - Subject/course
 - Unit/Module
 - Topic
 - Weighting of Task (relative to course overview and if applicable)
 - Outcomes to be assessed.
 - Description of Task Requirements – breakdown of marks to indicate relative weightings.
 - Marking guidelines and/or marking criteria.
 - Task Rubric (optional).
 - Task References (if applicable).
3. Teachers will 'walk' students through the requirements of the task and the details listed above. Students will have the opportunity to reflect on the task requirements and ask questions to clarify issues. **Teachers will either ask students to sign a class roll, or will mark a class roll, to record that students were present when told that assessment details have been posted on the College website.**
4. Teaching and learning will not be specifically directed towards the task. However, teaching and learning will incorporate the outcomes of the proposed assessment.
5. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task.
6. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria to ensure consistency of judgement and awarding of marks takes place.

FEEDBACK FROM TASKS

An essential component of assessment is to provide meaningful feedback to each student. Elements of meaningful feedback could include:

- Providing marks which have meaning by linking marks to specific criteria.
- Allowing students to self-assess their work relative to the marking criteria.
- Allowing peers to assess their work relative to the marking criteria.
- Providing opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
- Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
- Providing a link to their future learning in the course.

SATISFACTORY COMPLETION OF A COURSE

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

- followed the course developed or endorsed by the Board of Studies, 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 course outcomes. *(ACE Manual Ref: 11.4)*

Parents/carers of students who are not meeting either a, b, or c above in a particular course are posted an official warning letter indicating that satisfactory completion of the course is in jeopardy. If a second letter is sent indicating course requirements are still not being met, the student will be interviewed by the Principal and Curriculum Coordinator to determine if a N (Non-Completion of a Course) Award should be issued.

If a student's attendance is called into question they will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. *(ACE Manual Ref: 11.4)*

If a student does not satisfactorily meet all the requirements of a course it will not be recorded on their Preliminary Record of Achievement and they will not be able to go on to the HSC course in that subject. Students must satisfactorily complete both Preliminary and HSC components of a course to qualify for the award of the Higher School Certificate for that course.

SCHEDULE OF TASKS

Formal assessment procedures will normally begin during Term 1 in Year 11 of the Preliminary Course. **No formal assessment tasks will be scheduled in the week prior to major examination blocks** (eg. half yearly and yearly examinations). English Fundamentals is not formally assessed.

Schedules with timing for assessment tasks will be compiled for the Preliminary and HSC courses and distributed to all students. These schedules **appear at the end of this booklet in alphabetical order. Specific dates for assessments or examination periods are notified to students via the course assessment details posted on the College website and via an assessment calendar.**

Prior to the scheduled date of an assessment task, **and at least two weeks prior to the task**, specific details of the task will be provided to students on the College website. Students who are unable to access the College website may request a hard copy of the task from their Course Teacher.

Students are warned that compensation cannot be made because of extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course.

The assessment is to measure the student's **actual performance** in the course, not their potential performance. *(ACE Manual ref: 11.13.3)*

SUBMISSION OF TASKS

Students are expected to complete **all** assessment tasks.

Assessment tasks which are to be handed up must be submitted by the commencement of Period 1 on the due date (or by the commencement of Period 1 on an earlier date if desired.) **These tasks are to be placed in the Assessment Task Box which is located in student reception.** All assessments which are placed in the box **must have a completed Assessment Cover Sheet attached to the task.** These are located in the bottom filing drawer of the Assessment Task Box. The Assessment Task Box will be removed at the commencement of Period 1. Students with tasks submitted after this time must follow procedures for lateness.

Submission of assessment tasks which are too big or bulky to be placed in the Assessment Task Box eg. design folios, major practical projects, need to be submitted to the Course Teacher prior to Period 1 at a prearranged location. In the absence of the Course Teacher, the KLA Coordinator or Curriculum Coordinator will accept the task.

Tasks are not to be handed to the office staff. Faxed assessment tasks will not be accepted.

All assessment tasks are to be **hard copy** unless otherwise stated in the assessment notification details.

Students under suspension must comply with all assessment requirements on or by the due date as indicated in this document.

Students must keep a copy of submitted written work.

ASSESSMENT REVIEW COMMITTEE

An Assessment Review Committee consisting of the Course Teacher, KLA Coordinator and Curriculum Coordinator will meet to determine the outcome of any applications regarding student assessment variation. Student assessment variation requests are to be submitted to the Course Teacher on an Assessment Variation Form (available from student reception) with the appropriate documentation attached. The Course Teacher immediately notifies the KLA Coordinator and Curriculum Coordinator so that the Assessment Review Committee is able to meet. The Curriculum Coordinator will notify the student in writing of the Committee's decision.

APPLICATION FOR EXTENSION

Students are permitted to apply for **an extension** of time for submission of an Assessment task, in writing, **prior to the due date using the 'Scheduled Assessment Task Variation' form.** **This form is to be handed to the Course Teacher** who will then meet with the Assessment Review Committee to decide the outcome of the application.

Forms are available at Student Reception.

Students granted an extension of time for a “hand in” assessment task must place the task in the Assessment Box on or before the extension date.

Extensions of time will be given ONLY for circumstances outside the student’s control. The Assessment Review Committee, which consists of the Course Teacher, KLA Coordinator and Curriculum Coordinator, will notify the student in writing of its decision.

LATENESS

If a student is to hand in an assessment task and is **late on the due date** (ie. after the Assessment Task Box has been removed), the **student must submit both an Assessment Variation Form and the task to the Course Teacher** (or the KLA Coordinator or Curriculum Coordinator in the absence of the Course Teacher.) Documentation will need to be attached so that the Assessment Review Committee is able to meet and determine an outcome for the late submission.

PROCEDURES FOR ABSENCES FROM SCHEDULED ASSESSMENT TASKS

If an assessment task is to be handed in and the student is absent on the due date, the **student is required to arrange, where possible, for a family member to submit the task by** placing it in the Assessment Task Box before the commencement of Period 1.

When a student is unexpectedly absent and unable to attend or submit a particular assessment task on the set date (eg. illness) he/she (or a parent/carer) **must notify the Course Teacher, KLA Coordinator, Year Coordinator or Curriculum Coordinator before the commencement of Period 1 on the morning of the absence.** If this notification of absence is via phone to the College Office, the student or parent/carer should tell the Office Staff about the assessment task(s) that has been missed so that this information can be passed on to the appropriate teaching staff.

The next available school day following the absence the student must report to the Course Teacher and hand in a “Scheduled Assessment Task Variation” form (available from Student Reception) accompanied by either:

- (a) a medical certificate in the case of an illness.**
- (b) satisfactory documentation in the case of other leave.**

If the absence is known in advance (eg. sporting representation) the student **must notify the Course Teacher or Curriculum Coordinator** as soon as the clash becomes evident. This **notification must be before the day of the task** and not on or after the task date. The notification is made on the “Scheduled Assessment Task Variation” form and accompanied by the appropriate documentation.

If the absence is due to leave, the leave must be endorsed by the Principal.

The Course Teacher takes the “Scheduled Assessment Variation Form” to the Curriculum Coordinator who meets with the Assessment Review Committee. The student will be notified of the committee’s decision in writing.

(These procedures with regard to absences are the student’s responsibility. Teachers are NOT required to ask for this documentation.)

If the above conditions are satisfied then the student may be given a substitute task. The substitute task will be held as soon as practical on return to school. The student's final ranking for the substitute task will be determined in conjunction with other comparable tasks. *(ACE Manual Ref: 11.13.9.1)*

In circumstances where the completion of a substitute task is not feasible, is unreasonable or where the conditions of the missed task are difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate evidence.

(ACE Manual Ref: 11.13.9.1)

In all other cases where a student fails to complete an assessment task, a score of zero will be recorded. In such a situation, parents and students will be notified in writing as soon as practical after the task.

(ACE Manual Ref: 11.13.9.2)

COMPUTER PRESENTATION OF TASKS

All assessment tasks are to be **hard copy** unless otherwise stated on the assessment notification given to students. **Computer breakdown or printer failure is not a valid reason for non-submission of a task on the due assessment date.** In the event of a computer and/or printer problem immediately prior to the hand up date, students must take the following action:

1. **Place in the assessment box on the due date some evidence** that the task had been commenced eg. handwritten notes, part printouts etc.
2. Complete an Assessment Variation Form (with documentation attached) on or before the due date and hand this form to your course teacher.

Students using computers must save and print their work at regular intervals throughout the period of time allocated to complete the task. Assessment tasks which are to be handed in should not be commenced too close to the due date. **The amount of evidence presented in the event of computer breakdown should have a direct relationship to the length of time allocated for the task to be completed.** eg. if the student is given eight weeks to complete a research task, the evidence submitted would need to be substantial.

NON-AUTHENTIC WORK

All work submitted for assessment must be completed by the student.

If doubt arises regarding the authenticity of work submitted for assessment, the matter will be considered by the Assessment Review Committee. If instances of cheating, copying or plagiarism are substantiated, a zero mark will be awarded for the assessment task. Plagiarism involves copying or using thoughts directly from another person's work as your own work. For example, students who download text or diagrams from an internet site and do not acknowledge the original author are plagiarising that author's work.

Any other student who is determined to have assisted with the cheating/copying will also be liable for a zero result.

In a situation where a zero score is imposed, the student and his/her parents will be informed in writing as soon as practical after the task.

INVALID ASSESSMENT TASKS

If an individual assessment task is deemed by the Course Teacher, KLA Coordinator and Curriculum Coordinator as having produced unreliable results then a replacement task may be scheduled. If an additional task is to be scheduled adequate notice of the precise timing is to be given in writing to the students.

REPORTING OF MARKS

Each KLA (Key Learning Area) is responsible for ensuring that tasks are marked in accordance with the Syllabus guidelines and the marking criteria established for each task. Recording of all marks is the responsibility of each individual KLA.

After each Assessment task is returned, students will have access to their rank and mark for that task and may request a review of that mark **within one week** of the return of the task (see also Appeals).

Students who receive a zero mark, and parents of students, who receive a zero mark, will be informed in writing.

Each department will maintain progressive ranking of students in each course.

Semester 1 and Semester 2 reports will include an examination mark and rank as well as a cumulative assessment rank for each course.

APPEALS

- 1. Final HSC Assessment:** Students may seek a review of their assessment after their last HSC examination if their position differs significantly from expectations they have had from feedback on their performance in individual assessment tasks throughout the course.
- 2. Individual Assessments:** If a student disagrees with a mark allocated for an assessment task, then the student must ask, in writing, for the Course Teacher to review the mark **within one week** of receiving the return of the assessment task. If a student still disagrees with the course Teacher's decision then the student must ask, in writing, for the KLA Coordinator to review the situation within one week of receiving the assessment task back. In the event that the student remains dissatisfied an appeal may be lodged in writing to the Curriculum Coordinator. This appeal will be heard by a committee consisting of the Principal, the Curriculum Coordinator and KLA Coordinator of the faculty in which the appeal is made. **The Appeal Committee will focus on whether the school's procedures for assessment have been followed.** In a formal appeal students are not entitled to seek a review of teacher's judgements of the worth of individual performance on an assessment task. This means marks or grades awarded will not be subject to review as part of the formal appeal process.

The student and parents will be informed in writing of the final result of any formal appeal.

TRANSFERS

Students who transfer from one school to another before Term 4, Year 11 will be assessed with all other students at the receiving school.

The receiving school assesses students who transfer between Term 4 Year 11 and the final date of the HSC entry. The receiving school may seek information from the sending school but there is no obligation on the receiving school to use that information. The sending school assesses students who transfer after the final date of HSC entry.

SATISFACTORY COMPLETION OF COURSES

To receive a result in any course, you must satisfactorily study the course. Satisfactory completion of a course involves:

- a genuine attempt of assessment tasks which contribute more than half of the maximum marks; and
- participation in experiences which are required by the syllabus, eg. assignments, practical work, participation in class; and
- enough preparation to enable you to make a serious attempt at the examination.

If your Principal does not certify the satisfactory completion of a course, you will receive no results in that course.

Where a candidate has been given zero marks because of failure to complete assessment tasks totalling 50% or more of the final course assessment mark, the Principal may certify that the course has not been studied satisfactorily and award an N (Non-Completion of a Course).

Candidates attempting ten or more units who do not study a course satisfactorily, will have neither an Assessment nor an Examination mark reported for those courses in which assessment requirements have not been met for the Preliminary Higher School Certificate. This may prevent the student from receiving a Preliminary Record of Achievement, depending upon the number of units which have been studied satisfactorily.

ATTENDANCE

In circumstances where attendance is unsatisfactory, no Record of Achievement, Higher School Certificate or Result Notice will be issued.

Students who have a record and/or a pattern of attendance, which in the Principal's judgement warrants the withholding of the Year 11 Record of Achievement and/or the Year 12 Record of Achievement and/or the Higher School Certificate and Result Notice, will be required to prove to the Principal's satisfaction, following a review of their attendance, that an award is justified.

Where a Principal considers that a student's pattern of attendance could result in the non-award of a Higher School Certificate, a Result Notice and Record of Achievement, the student will be warned and the parents or guardian immediately advised in writing (if the student is under 18).

“What If?”

some common questions answered

What should I consider if I want to get the best possible assessment mark?

You must:

- be aware of, and follow the College's policy on assessment
- be aware of the assessment programme and the assessment timetable for all of your courses
- check in advance for any assessment tasks that you might miss through a planned absence from school
- upon returning to school after an absence, check for assessment task details that might have been handed out while you were away
- plan your homework and study programme carefully, and aim to be prepared for assessment deadlines
- try your best in every assessment task

What if I'm unable to come to school on the day an in-school assessment task (like a test) is due to be held?

If you know in advance that you will be absent, you must talk to your course teacher/s and apply in writing using the 'Scheduled Assessment Task Variation' form, before the morning of the absence.

You may be able to negotiate an alternative time or task if your reason is considered reasonable and acceptable.

If your absence is not planned in advance . . .

- because you were sick . . . get a doctor's certificate
- because you weren't sick, but you had a really good reason . . . get evidence and documentation

Documentation needs to be attached to an Assessment Variation Form and the form handed to the Course teacher on your first day back at school.

The Assessment Review Committee will need to review your evidence and documentation in order to determine whether you can attempt a substitute task or be granted an extension of time.

What if I can't come to school on the day an out of class assessment task is due to be handed up?

If you know in advance that you will not be at school on the due date either submit the task before the due date or make arrangements for a family member to place the task in the Assessment Box in student reception on or before the due date.

If your absence is unplanned, send your task in to school with a family member.

You must contact the College if you are unable to submit a task on the due date and then hand in your assessment task to your teacher first thing on your first day back at school, either with a doctor's certificate or documented evidence of your reason for absence. This documentation must be attached to a "Scheduled Assessment Variation" Form.

Remember, if your reason is acceptable you will not be penalised. If your reason for absence is not substantiated or unacceptable you will be awarded a zero mark for that task.

What should I do if my preparation for an assessment task is interrupted by illness or some serious matter?

If you have trouble preparing for an assessment task because of illness or some other serious reason, then you should discuss your problem before the due date with your teacher.

You may be granted an extension if the circumstances are outside your control. Refer to the section Application for Extension in this handbook.

What notice will I be given of the exact details of an assessment task?

Your course teacher will give you at least two weeks notice so that you can adequately prepare for the completion of the task. The timing of your assessment tasks will take into account the time demands of your other school responsibilities and activities.

What if I think my teacher's decision or treatment of my situation is unreasonable or unfair?

If you are concerned about the amount of time you have been given to complete a task or prepare for a task, discuss this with your course teacher well before the due date.

If you disagree or are not satisfied with your teacher's decision you are encouraged to discuss the issue further with the KLA Coordinator.

If you disagree with the mark allocated for an assessment task, you must ask your teacher to review the mark within one week of getting the assessment task back.

If you then still disagree with your teacher's decision, you must ask the KLA Coordinator to review your situation within one week of getting the task back.

How will I know if I am satisfactorily completing each course?

If your teacher believes that you are not meeting the requirements to satisfactorily complete a course, she/ he will advise the Principal of this and present the Principal with evidence.

The evidence presented to the Principal would include warning letters sent throughout the course, your attendance record and marks gained from assessment tasks.

The Principal will review evidence presented by your teacher and probably interview you to discuss your situation.

The Principal will then make a final decision which will be corresponded to the Board of Studies.

If I get into trouble or have problems with assessment tasks, who can I talk to?

Your course teacher should be your first contact. If your problem is not able to be addressed at this level, then you should consider talking to the KLA Coordinator, or even perhaps your Year Coordinator. You must remember that you are expected to understand the College Assessment Policy and that you must satisfy the necessary assessment procedures.

Attach any documented Evidence here!

St Joseph's College

Scheduled Assessment Task Variation

Name: _____

Homeroom: _____

Course Teacher: _____

Course: _____

HSC Course

Preliminary Course

Year 10 Course

Nature of TASK:

Due Date of TASK: _____

Student Declaration (circle the appropriate phrase)

1. I will not be/ was not able to complete the scheduled assessment task indicated above.
2. I did/did not notify the College prior or on the due date of my task (includes telephone call) being due to my inability to fulfil my responsibility in being at school to complete the task or to submit the task on time.
3. My reason is as follows: (tick the appropriate reason)
 - a. I have personal commitments and won't be able to attend school on the due date.
 - b. I was sick and I couldn't attend school – a doctor's certificate must validate this reason.
 - c. I was absent due to unplanned circumstances and a family member could not submit the task on my behalf.
 - d. I have extenuating circumstances not covered by the above reasons.
 - e. I do not have a valid or substantiated reason.
 - f. I will be representing the College at an event approved by the Principal.
4. Attached is the necessary documented evidence: (tick the appropriate evidence)
 - a. a parental letter explaining my absence submitted prior to the due date (submitted prior to the due date).
 - b. a doctor's certificate substantiating the nature of my illness.
 - c. a statement outlining the reason for my unplanned absence, witnessed by my parent/guardian.
 - d. a parental letter explaining the extenuating circumstances.
 - e. nothing is attached - I do not have a valid reason.

Student signature: _____ Date: ____/____/____

Parent signature: _____ Date: ____/____/____

or

Notification by: _____ Date: ____/____/____

ASSESSMENT REVIEW COMMITTEE RULING

In regard to this matter the following is to be arranged.-

- a. the task is to be submitted and accepted with no penalty by date: _____
- b. an alternative task is to be administered by the course teacher on date: _____
- c. an extension of time with no penalty be granted by the KLA Coordinator to date: _____
- d. an estimated mark be authorised by the Principal at the end of the course.
- e. a zero mark be recorded for this task by the course teacher.

KLA Coordinator: _____

Curriculum Coordinator: _____

Date: _____



**Ancient History
2 Unit**

	Syllabus Assessment Component	Weighting %
1	Knowledge and understanding of course content	40
2	Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
3	Historical inquiry and research including mandatory historical investigation	20
4	Communication of historical understanding in appropriate forms	20
	TOTAL	100

Assessment Programme Year 11, 2011							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 7, Term 1	Weeks 3 & 4, Term 2	Week 9, Term 2	Week 5, Term 3	Weeks 9 & 10, Term 3	
	Type of Task	Short answer questions on problems or issues	Half Yearly Examination	Source-based Task	Historical investigation	End of Course Examination	
1		5	10		5	20	40
2			5	10		5	20
3				5	15		20
4		5		5	10		20
TOTAL		10	15	20	30	25	100



Biology

2 Unit

Preliminary HSC Topics – Teaching Sequence 2011

1. Patterns in Nature
2. Local Ecosystems
3. Life on Earth
4. Australian Biota

Syllabus Assessment Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology. • Cell ultra-structure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution. 	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
Total	100

NOTE: Tasks may include:

- Assignments, fieldwork model making, open-ended investigations, oral reports, practical tests, reports, research projects, topic tests and examinations.
- One task may be used to assess several components.

Assessment Programme Year 11, 2011							
Task	Timing	Topics	Outcomes	Weightings			Task Value %
				K/U	S/PC	S/PS	
Prac/ Processes	Week 9 Term 1	1	P11, P12, P14		10	5	15
Half Yearly Examination	Weeks 3 & 4 Term 2	1 & 2	P1, P3, P5, P6, P7, P8, P9	20		5	25
Ecosystems Field Trip	Week 7 Term 2	2	P5, P7, P8		20		20
Secondary Sources Investigation	Week 6 Term 3	4	P10, P13, P14, P16	5		10	15
End of Course Examination	Weeks 9 & 10 Term 3	1 - 4	P1, P3, P6, P7, P8, P9, P10	15		10	25
Component Total				40	30	30	100

*NB - K/U = Knowledge/Understanding S/PC = Skills in Planning and Conducting Investigations
 S/PS = Skills in Thinking and Problem Solving



Business Studies 2 Unit

Syllabus Assessment Component		Weight %
1.	Knowledge and Understanding of Course Content	40
2.	Stimulus-based Skills	20
3.	Inquiry and Research	20
4.	Communication of business information, ideas and issues in appropriate forms	20
Total		100

Assessment Programme Year 11, 2011						
Task	Timing	Components				Task Value %
		1	2	3	4	
Stimulus Based Skills (Nature of Business)	Week 6 Term 1		20			20
Half Yearly Examination	Weeks 3 & 4 Term 2	15				15
Business Management Assignment	Week 7 Term 2			10	10	20
Research Task (Small Business Plan)	Week 6 Term 3			10	10	20
End of Course Examination	Weeks 9 & 10 Term 3	25				25
Component Total		40	20	20	20	100



**Catholic Studies
1 Unit**

	Syllabus Assessment Component	Weighting %
1	Knowledge and understanding of course content	30
2	Investigation and research	40
3	Communication of information, ideas and issues in appropriate form	30
	TOTAL	100

Assessment Programme Year 11, 2011					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 7, Term 1	Week 5, Term 2	Week 7, Term 3	
	Type of Task	Knowledge Task	Communication Task	Research Task	
1		30			30
2			30		30
3				40	40
TOTAL		30	30	40	100



Chemistry

2 Unit

Preliminary HSC Topics – Teaching Sequence 2011

1. The Chemical Earth
2. Metals
3. Water
4. Energy

Syllabus Assessment Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry. • Atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry. 	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
Total	100

NOTE: Tasks may include:

- Assignments, fieldwork model making, open-ended investigations, oral reports, practical tests, reports, research projects, topic tests and examinations.
- One task may be used to assess several components.

Assessment Programme Year 11, 2011							
Task	Timing	Topics	Outcomes	Weightings			Task Value %
				K/U	S/PC	S/PS	
Prac/ Processes	Week 8 Term 1	1 & 2	P11, P12, P14	2	8	7	17
Half Yearly Examination	Weeks 3 & 4 Term 2	1 & 2	P1, P3, P5, P6, P7, P8, P9	13		5	18
Research Task	Week 9 Term 2	3	P5, P7, P8	3	12	5	20
Prac/ Processes	Week 6 Term 3	3 & 4	P10, P13, P14, P16	5	10	5	20
End of Course Examination	Weeks 9 & 10 Term 3	1 - 4	P1, P3, P6, P7, P8, P9, P10	17		8	25
Component Total				40	30	30	100

*NB - K/U = Knowledge/Understanding S/PC = Skills in Planning and Conducting Investigations
 S/PS = Skills in Thinking and Problem Solving



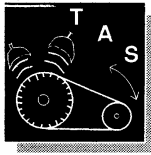
Community & Family Studies 2 Unit

Component		Weighting
1.	Knowledge and Understanding of how the following impact on Wellbeing: Resource Management; Positive Relationships; Range of Societal Factors and Nature of Groups, Families and Communities.	40
2.	Skills in: Applying Management Processes to meet the needs of the Individual, Groups, Families and Communities; Planning to take Responsible Actions to promote Wellbeing.	25
3.	Knowledge and Understanding about Research Methodology and Skills in Researching; Critical Thinking; Analysing and Communicating.	35
Total		100

Community & Family Studies Assessment Programme Year 11 2011

Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 1	Weeks 3 & 4, Term 2	Week 7, Term 2	Week 7, Term 3	Weeks 9 & 10, Term 3	
	Type of Task	Written report	Half Yearly Exams	Video analysis	Written report	Exam	
	Topics	Core 1 Resource Management	Core 1 & 2	Core 2 Individuals & Groups	Core 3 Families & Communities	All	
1		5	5	5	10	15	40
2		5	5	5	5	5	25
3		10	5	10	5	5	35
Outcomes		P1.1, P1.2, P4.2, P5.1, P6.1	P1.1, P1.2, P2.2, P3.2, P4.2, P5.1, P6.1, P6.2	P1.2, P2.3, P2.4, P4.2, P6.2	P2.4, P3.1, P3.2, P4.2	P1.1 – P6.2	
TOTAL		20	15	20	20	25	100

St Joseph's College



Technology and Applied Studies
Key Learning Area

Stage 6 - Preliminary Course
Assessment Programme 2011

Design & Technology 2 Unit

Syllabus Assessment Component	Weight %
Knowledge and skills in designing and producing assessment components are:	
1 Examinations	25
2 Design Projects	50
3 Presentation of Research	25
Total	100

Assessment Programme Year 11, 2011					
Task	Timing	Components			Task Value %
		1	2	3	
Task 1 Design Project Shoe Design	Week 6 Term 1		20		20
Task 2 Mid Course Exam	Week 2 Term 2	10			10
Task 3 Research Task Australian and International Designers	Week 9 Term 2			25	25
Task 4 "The Cookie Factory"	Week 8 Term 3		30		30
Task 5 End of Course Examination	Weeks 9 & 10 Term 3	15			15
Component Total		25	50	25	100



Drama

2 Unit

Syllabus Assessment Component	Weight %
1 Improvisation, Playbuilding and Acting	40
2 Elements of Production In Performance	30
3 Theatrical Traditions and Performance Styles	30
Total	100
Practical and Theoretical Breakdown	
Workshop/Practical Activities	60
Written Reflection	40
Total	100

Assessment Programme Year 11, 2011								
Task	Timing	Workshop Activities	Written Reflection	Outcomes	Components			Task Value %
					1	2	3	
Documentary Drama: Research Task	Week 5 Term 1		10	P1.2, P1.3, P1.5, P3.3,		5	5	10
Documentary Drama: Group Performance	Week 9 Term 1	15		P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3	5	10		15
Half Yearly Examination	Weeks 3 & 4 Term 2		10	P2.4, P2.6, P3.1, P3.2, P3.3, P3.4			10	10
Theatre of Absurd Workshop Presentation	Week 5 Term 2	5	5	P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2	5	5		10
Absurdism Group Performance	Week 10 Term 2	15		P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	10	5		15
Directorial Design Project	Week 7 Term 3	20	5	P1.4, P1.6, P2.2, P2.3, P2.4, P2.6, P3.2	20	5		25
End of Course Examination	Weeks 9 & 10 Term 3	5	10	P2.4, P2.6, P3.1, P3.2, P3.3, P3.4			15	15
		60	40	<i>Component Total</i>	40	30	30	100

Note: Students will be required from time to time to attend theatre performances, (a syllabus requirement) therefore incurring additional course costs.

KEY LEARNING AREA ~ ENGLISH

HSC ENGLISH COURSES STANDARD, ADVANCED AND EXTENSION 1 & 2

Assessment Requirements and Advice

The information in this section of the booklet relates to the board of Studies requirements for assessing and reporting achievement in the English HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

NSW Higher School Certificate results will be based on:

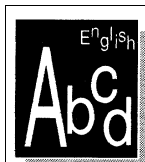
- an *assessment mark* submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- an *examination mark* derived from the HSC external examinations.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between student's achievements.

Internal assessment provides a measure of the student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

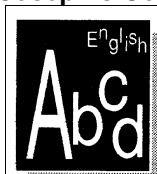


English Standard 2 Unit

**Course requirements: 70% NON EXAMINATION
30% EXAMINATION TASKS**

Syllabus Assessment Component	Weight %
1 Area of Study	40
2 Module A	20
3 Module B	40
<i>Total</i>	<i>100</i>
Modes To Be Assessed Across Components	Weight %
Listening	15
Speaking	15
Viewing/Representing	15
Reading	25
Writing	30
<i>Total</i>	<i>100</i>

Assessment Programme Year 11, 2011						
Task	Timing	Outcomes	Components			Task Value %
			1 Area of Study	2 Module A	3 Module B	
Writing	Week 9 Term 1	5, 8, 11, 12		5		5
Half Yearly (Non Exam) Reading Writing	Term 2 Weeks 3 & 4	3, 4, 8, 11		5 R 5 W		10
Viewing / Representing	Week 10 Term 2	1, 2, 6, 10, 13	15			15
Speaking	Week 6 Term 3	1, 5, 7 9			15	15
Listening	Week 6 Term 3	1, 6, 7, 12A			15	15
End of Course Examination Reading / Writing	Weeks 9 & 10 Term 3		20 R 5 W-Non Exam	5 W Non Exam	10 W	40
Component Total			40	20	40	100

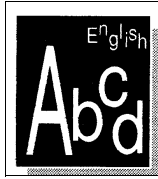


English Advanced 2 Unit

**Course requirements: 70% NON EXAMINATION
30% EXAMINATION TASKS**

Syllabus Assessment Component	Weight %
1 Area of Study	40
2 Module A	30
3 Module B	30
<i>Total</i>	100
Modes To Be Assessed Across Components	Weight %
Listening	15
Speaking	15
Viewing/Representing	15
Reading	25
Writing	30
<i>Total</i>	100

Assessment Programme Year 11, 2011						
Task	Timing	Outcomes	Components			Task Value %
			1 Area of Study	2 Module A	3 Module B	
Writing	Week 9 Term 1	5, 8, 11, 12		5		5
Half Yearly (Non Exam) Reading Writing	Term 2 Weeks 3 & 4	3, 4, 8, 11		5 R 5 W		10
Viewing / Representing	Week 10 Term 2	1, 2, 6, 10, 13	15			15
Speaking	Week 6 Term 3	1, 5, 7 9			15	15
Listening	Week 6 Term 3	1, 6, 7, 12A			15	15
End of Course Examination Reading / Writing	Weeks 9 & 10 Term 3		20 R 5 W- Non Exam	5 Non Exam	10	40
Component Total			40	20	40	100

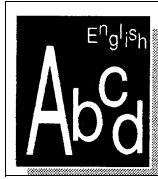


English Extension 1 Unit

**Course requirements: 70% NON EXAMINATION
30% EXAMINATION TASKS**

Syllabus Assessment Component	Weight
Module: Grotesque of the Gothic	50
<i>Total</i>	50
Modes To Be Assessed Across Components	Weight
Speaking / Listening	20
Reading / Writing	30
<i>Total</i>	50

Assessment Programme Year 11, 2011			
Task	Timing	Modes	Task Value %
Oral Research	Week 8 Term 1	Speaking 10% / Listening 10%	20
Half Yearly (Non Exam)	Weeks 3 & 4 Term 2	Reading 10%/ Writing 5%	15
End of Course Examination	Weeks 9 & 10 Term 3	Reading 5%/ Writing 10%	15
Task Value Total			50
<p>The course mark allocated to English Extension 1 in Stage 6 is out of 50. For easier interpretation, this assessment guide is presented with % task values.</p>			

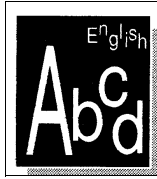


English Fundamentals 1 Unit

**Course requirements: 100% NON EXAMINATION
NIL% EXAMINATION TASKS**

Syllabus Assessment Component	Weight %
Module 1: Approaches to the Study of English	30
Module 2: Oral Communication Skills	40
Module 3: Forms of Writing	30
<i>Total</i>	100
Modes To Be Assessed Across Components	Weight %
Writing	30
Reading	30
Speaking	20
Listening	20
<i>Total</i>	100

Assessment Programme Year 11, 2011						
Task	Timing	Outcomes	Components			Task Value %
			1	2	3	
Writing	Week 7 Term 1	2, 6, 7			30	30
Reading	Week 2 Term 2	1, 4, 7, 10	30			30
Speaking	Week 3 Term 3	3, 5		20		20
Listening	Week 3 Term 3	3, 8, 9, 11		20		20
<i>Task Value Total</i>			30	40	30	100



English Studies 2 Units

**Course requirements: 70% NON EXAMINATION
30% EXAMINATION TASKS**

Syllabus Assessment Component	Weight %
Module 1	30
Module 2	20
Module 3	50
<i>Total</i>	100
Modes To Be Assessed Across Components	Weight %
Listening	15
Speaking	15
Representing	15
Reading	25
Writing	30
<i>Total</i>	100

Assessment Programme Year 11, 2011						
Task	Timing	Outcomes	Components			Task Value %
			1	2	3	
Speaking Listening	Week 9 Term 1	2, 3, 4	15 15			30
Writing Reading	Weeks 3 & 4 Term 2	1, 2, 4		10 10		20
Representing	Week 10 Term 2	1, 2, 3			15	15
Writing	Week 6 Term 2	1, 2			10	10
Reading (Non Exam) Writing (Exam)	Weeks 9 & 10 Term 3	1, 3			15 10	25
<i>Task Value Total</i>			30	20	50	100



Exploring Early Childhood 2 Unit

Syllabus Assessment Component		Weight %
1.	Knowledge and Understanding	50
2.	Skills	50
<i>Total</i>		<i>100</i>

Assessment Programme Year 11, 2011					
Task	Outcomes	Timing	Component		Task Value %
			1	2	
Core Task	1.4, 2.4, 4.1, 6.1	Week 1 Term 2 (ongoing)	20	20	40
Option 1 Module 7	1.4, 2.2, 6.2	Week 8 Term 2		20	20
Option 2 Module 9	1.4, 2.1, 2.2, 2.4	Week 4 Term 3 (ongoing)	10	10	20
End of Course Examination		Weeks 9 & 10 Term 3	20		20
Component Total			50	50	100



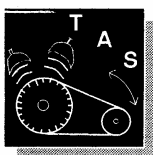
Hospitality (VET) 2 Unit ~ Kitchen Operations

This is a Vocational Educational & Training course.

Note: Hospitality students must demonstrate competency in all assigned classwork, practical work, work placement and the events listed below to obtain Statement of Attainment towards Hospitality Certificate II.

Integrated Assessment Events 2011

<i>Task</i>	<i>Timing</i>	<i>Element</i>
Half Yearly Examination	Week 2 Term 2	SITXOHS001A - Follow health, safety and security procedures SITXOHS002A - Follow workplace hygiene procedures SITHCCC001A - Organise and prepare food SITXFSA001A - Implement food safety procedures
Work Placement	Week 10 Term 2	Subject to variations
Practical Exam Thai Beef	Weeks 8 & 9 Term 2	SITXFSA001A - Implement food safety procedures SITHCCC001A - Organise and prepare food SITHACS006A - Clean premises and equipment SITHCCC002A - Present food SITXCOM001A - Work with colleagues and customers
Assignment	Week 7 Term 3	SITHIND001A - Develop and update hospitality industry knowledge
Final Exams: Theory exam	Weeks 9 & 10 Term 3	SITXOHS001A - Follow health, safety and security procedures SITXOHS002A - Follow workplace hygiene procedures SITHCCC001A - Organise and prepare food SITXFSA001A - Implement food safety procedures SITHCCC002A - Present food SITHIND001A - Develop and update hospitality industry knowledge SITXCOM001A - Work with colleagues and customers SITXCOM002A - Work in a socially diverse environment
Work Placement	Week 6 Term 4	



Industrial Technology

2 Unit

~ Multimedia and Timber

Syllabus Assessment Component		Weight %
1.	Industry Study	15
2.	Design, Management and Communication	30
3.	Production	40
4.	Industry Related Manufacturing Technology	15
Total		100

Assessment Programme Year 11, 2011							
Task	Timing	Outcomes	Components				Task Value %
			1	2	3	4	
Task 1 Practical Project	Week 8 Term 1	P2.2, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.2		10	15	5	30
Half Yearly Examination	Weeks 3 & 4 Term 2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	5	5			10
Task 3 Skills Project Industry Study	Week 8 Term 2	P1.1, P1.2, P2.1, P3.2, P5.2, P7.1, P7.2	5	5	10	5	25
Task 4 Skills Project	Week 6 Term 3	P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2		5	15	5	25
End of Course Examination	Weeks 9 & 10 Term 3	P1.1, P1.2, P6.1, P6.2, P7.1	5	5			10
Component Total			15	30	40	15	100

St Joseph's College



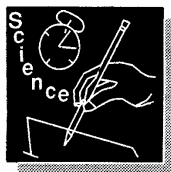
Human Society and Its Environment
Key Learning Area

Stage 6 – Preliminary Course
Assessment Programme 2011

Legal Studies 2 Unit

Syllabus Assessment Component	Weight %
1. Knowledge and understanding of course content	60
2. Inquiry and Research	20
3. Communication of Legal Studies information, issues and ideas in appropriate forms	20
Total	100

Assessment Programme Year 11, 2011					
Task	Timing	Components			Task Value %
		1	2	3	
Research Assignment	Week 9 Term 1	5	10	10	25
Half Yearly Examination	Weeks 3 & 4 Term 2	20			20
Research Assignment	Week 5 Term 3	5	10	10	25
End of Course Examination	Weeks 9 & 10 Term 3	30			30
Component Total		60	20	20	100



Stage 6 – Preliminary Course Assessment Programme 2011

This is a Content Endorsed Course

Marine Studies 2 Unit

Preliminary HSC Topics – Teaching Sequence 2011

1. Marine Safety and First Aid
2. The Marine Environment
3. Life in the Sea
4. Humans in Water
5. Marine & Maritime Careers

Options

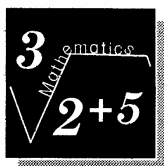
16. Skin Diving and Diving Science
14. Anatomy and Physiology of Marine Organisms
3. Dangerous Marine Creatures

Syllabus Assessment Component	Weighting %
Knowledge and understanding outcomes and course content	50
Skills outcomes and content	50
Total	100

NB: There is no external examination of students in Stage 6 Content Endorsed Courses.

Assessment Programme Year 11, 2011					
Task	Timing	Topics	Weightings		Task Value %
			K/U	Skills	
Half Yearly Examination	Weeks 3 & 4 Term 2	Core 3 Core 5 Option 14	15	10	25
Research	Week 8 Term 2	Core 1 Option 3	10	10	20
Skills	Week 5 Term 3	Core 2 Core 4 Option 16	5	15	20
End of Course Examination	Weeks 9 & 10 Term 3	All	20	15	35
Component Total			50	50	100

NB: Students should achieve other outcomes such as First Aid certificates and open water snorkeling/SCUBA certification.

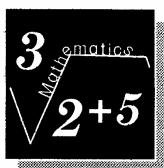


Mathematics 2 Unit

Syllabus Assessment Component	Weight %
1 Knowledge, Understanding and Skills	40
2 Reasoning, Interpretive, Explanative, Communicative Abilities	60
Total	100

Assessment Programme Year 11, 2011				
Task	Timing	Components		Task Value %
		1	2	
Assessment Task 1	Week 8 Term 1	6	9	15
Half Yearly Examination	Weeks 3 & 4 Term 2	12	18	30
Assessment Task 3	Week 2 Term 3	6	9	15
End of Course Examination	Weeks 9 & 10 Term 3	16	24	40
Component Total		40	60	100

*Note: Examinations will be of HSC style (ie. Free response.)
They will be aimed at familiarising students with mixed content questions.*

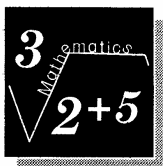


General Mathematics 2 Unit

Syllabus Assessment Component	Weight %
1 Knowledge, Understanding and Skills	40
2 Reasoning, Interpretive, Explanative, Communicative Abilities	60
Total	100

Assessment Programme Year 11, 2011				
Task	Timing	Components		Task Value %
		1	2	
Assessment Task 1	Week 8 Term 1	6	9	15
Half Yearly Examination	Weeks 3 & 4 Term 2	12	18	30
Assessment Task 3	Week 2 Term 3	6	9	15
End of Course Examination	Weeks 9 & 10 Term 3	16	24	40
Component Total		40	60	100

- Note:
- Examinations will be of HSC style (ie. Free response.)
They will be aimed at familiarising students with mixed content questions.
 - Tasks might include examination style, assignments, oral reports, written explanations and practical tests.



Mathematics Extension 1 Unit

Syllabus Assessment Component	Weight %
1 Knowledge, Understanding And Skills	70
2 Reasoning, Interpretive, Explanative, Communicative Abilities	30
Total	100

Assessment Programme Year 11, 2011

Task	Timing	Components		Task Value %
		1	2	
Assessment Task 1	Week 7 Term 1	10.5	4.5	15
Half Yearly Examination	Weeks 3 & 4 Term 2	21	9	30
Assessment Task 3	Week 3 Term 3	10.5	4.5	15
End of Course Examination	Weeks 9 & 10 Term 3	28	12	40
Component Total		70	30	100

- Note: 1. Examinations will be of HSC style (ie. Free response.)
They will be aimed at familiarising students with mixed content questions.
2. The course mark allocated to an extension course in stage 6 is out of 50. For easier interpretation, this assessment guide is presented with % weightings.



Modern History 2 Unit

Syllabus Assessment Component	Weight %
Oral Presentation	10
Source Analysis	25
Research	25
Examinations	40
Total	100

Assessment Programme Year 11, 2011						
Task	Timing	Components				Task Value %
		1	2	3	4	
Oral Presentation	Week 9 Term 1	10				10
Half Yearly Examination	Weeks 3 & 4 Term 2				15	15
Source Analysis	Week 8 Term 2		25			25
Research Historical Investigation	Week 8 Term 3			25		25
End of Course Examination	Weeks 9 & 10 Term 3				25	25
Component Total		10	25	25	40	100



Music Course 1

2 Unit

Throughout the course a variety of assessment techniques need to be completed to cover each of the 4 components. The components are Performance, Composition, Musicology and Aural. Each component area is equally weighted.

Syllabus Assessment Component	Weight %
1 Performance	25
2 Composition	25
3 Musicology	25
4 Aural	25
Total	100

Assessment Programme Year 11, 2011				
Task	Timing	Outcomes	Component	Task Value %
Composition/Musicology	Week 7 Term 1	P2, P6, P8, P10	2, 3	20
Half-Yearly Aural	Week 3 Term 2	P4, P6, P10	4	10
Performance	Week 9 Term 2	P1, P3, P5, P7, P9, P10	1	10
Composition/Musicology	Week 5 Term 3	P2, P6, P8, P10	2, 3	30
Performance	Week 7 Term 3	P1, P5, P7, P9, P10, P11	1	15
Yearly Aural	Weeks 9 & 10 Term 3	P4, P6, P10	4	15
Component Total				100



Photography 1 Unit

Syllabus Assessment Component		Weight %
1.	Module 1 – Digital	50
2.	Module 2 – Video	50
Total		100

Assessment Programme Year 11, 2011					
Task	Timing	Outcomes	Components		Task Value %
			1	2	
Master Photographer Analysis	Week 7 Term 1	CH1, CH2, CH3, CH4, CH5	10	10	20
Developing a Point of View	Week 7 Term 2	M1, M2, M3, M4, M5, M6	20	10	30
Half Yearly Examination	Weeks 3 & 4 Term 2	CH1, CH2, CH3, CH4, CH5, M1, M2, M3, M4, M5, M6	10		10
Post-modernism in Photography	Week 6 Term 3	CH1, CH2, CH3, CH4, CH5		20	20
Journal of Learning and Portfolio	Week 8 Term 3	M1, M2, M3, M4, M5, M6		10	10
End of Course Examination	Weeks 9 & 10 Term 3	CH1, CH2, CH3, CH4, CH5, M1, M2, M3, M4, M5, M6	10		10
Component Total			50	50	100

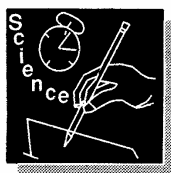


PD / H / PE
2 Unit

Syllabus Assessment Component		Weight %
1.	Knowledge and Understanding of Factors that Affect Health and the way the body moves.	40
2.	Skills in: Influencing Community Health and Taking Action to Improve Participation and Performance in Physical Activity.	30
3.	Skills in: Critical Thinking; Research and Analysis.	30
Total		100

Personal Development, Health and Physical Education (PD/H/PE)
Assessment Programme Year 11 2011

Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 1	Weeks 2 & 3, Term 2	Week 2, Term 3	Week 7, Term 3	Weeks 9 & 10, Term 3	
	Type of Task	Written Response	Half Yearly Exams	Movement analysis	Movement analysis	End of course Exam	
	Topics	Core 1 Better Health for Individuals	Core 1 & 2	Option 1 Fitness Choices	Option 2 First Aid	All	
1		10	10	5	5	10	40
2		5	5	5	5	10	30
3		5	5	5	5	10	30
Outcomes		P1, P2, P3, P4, P5, P6, P15, P16, P17	P1, P2, P3, P4, P5, P6, P7, P15, P16, P17	P4, P6, P10, P11, P15, P16, P17	P10, P12, P15, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
TOTAL		20	20	15	15	30	100



Physics 2 Unit

Preliminary HSC Topics – Teaching Sequence 2011

1. The World Communicates
2. Moving About
3. Electrical Energy in the Home
4. The Cosmic Engine

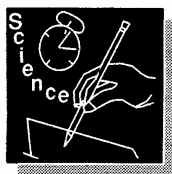
Syllabus Assessment Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics. • Kinematics and dynamics, energy, waves, fields and matter. 	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
Total	100

NOTE: Task may include:

- Assignments, fieldwork model making, open-ended investigations, oral reports, practical tests, reports, research projects, topic tests and examinations.
- One task may be used to assess several components.

Assessment Programme Year 11, 2011							
Task	Timing	Topics	Outcomes	Weightings			Task Value %
				K/U	S/PC	S/PS	
Practical Skills Task	Week 6 Term 1	1	P2, P8, P11, P12, P13	2	8	7	17
Half Yearly Examination	Weeks 3 & 4 Term 2	1 & 2	P4, P5, P6, P8	13		5	18
Secondary Resources Investigation	Week 9 Term 3	3	P1, P3, P13, P16	3	12	5	20
Practical Skills Task	Week 7 Term 3	3 & 4	P11, P12, P14	5	10	5	20
End of Course Examination	Weeks 9 & 10 Term 3	1 - 4	P2, P3, P4, P6, P7, P8, P9, P10, P13	17		8	25
Component Total				40	30	30	100

*NB - K/U = Knowledge/Understanding S/PC = Skills in Planning and Conducting Investigations
S/PS = Skills in Thinking and Problem Solving



Senior Science 2 Unit

Preliminary HSC Topics – Teaching Sequence 2011

1. Water for Living
2. Plants
3. Local Environment
4. Humans at Work

Syllabus Assessment Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science. • The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy. 	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
Total	100

NOTE: Tasks may include:

- Assignments, fieldwork model making, open-ended investigations, oral reports, practical tests, reports, research projects, topic tests and examinations.
- One task may be used to assess several components.

Assessment Programme Year 11, 2011							
Task	Timing	Topics	Outcomes	Weightings			Task Value %
				K/U	S/PC	S/PS	
Prac/ Processes	Week 8 Term 1	1	P2, P6, P11, P12, P16	2	6	4	12
Half Yearly Examination	Weeks 3 & 4 Term 2	1 & 2	P2, P3, P4, P5, P6, P8	15		3	18
Field Trip	Week 7 Term 2	2 & 3	P1, P3, P5, P8, P9, P10, P13	2	5	13	20
Research and Communication	Week 6 Term 3	4	P4, P7, P14, P15, P16	2	19	4	25
End of Course Examination	Weeks 9 & 10 Term 3	1 - 4	P2, P3, P4, P5, P9, P10	19		6	25
Component Total				40	30	30	100

*NB - K/U = Knowledge/Understanding S/PC = Skills in Planning and Conducting Investigations S/PS = Skills in Thinking and Problem Solving



Sport, Lifestyle & Recreation 1 Unit

Syllabus Assessment Component	Weight %
1 Knowledge and Understanding	50
2 Skills	50
Total	100

Assessment Programme Year 11, 2011					
Task	Outcomes	Timing	Component		Task Value %
			1	2	
Resistance Training Program	1.2, 1.3, 3.2, 4.4	Week 3 Term 1 (ongoing)	15	10	25
Practical Assessment One	1.1, 3.1, 4.1	Week 3 Term 2 (ongoing)	5	20	25
Practical Assessment Two	1.1, 3.1, 4.1	Week 3 Term 3 (ongoing)		20	20
End of Course Examination		Weeks 9 & 10 Term 3	30		30
Component Total			50	50	100

*Note: The course mark allocated to a 1 Unit course in Stage 6 is out of 50.
For easier interpretation, this assessment guide is presented in % weightings.*



**Studies of Religion I
1 Unit**

	Syllabus Assessment Component	Weighting %
1	Knowledge and understanding of course content	20
2	Source-based skills	10
3	Investigation and research	10
4	Communication of information, ideas and issues in appropriate form	10
	TOTAL	50

Assessment Programme Year 11, 2011						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 7 Term 1	Weeks 3 & 4 Term 2	Week 4, Term 3 (ongoing)	Weeks 9 & 10, Term 3	
	Type of Task	Research using Resources	Half Yearly Examination	Seminar Presentation	End of Course Examination	
1			5	7.5	7.5	20
2		5	2.5		2.5	10
3		5		5		10
4			2.5	5	2.5	10
Outcomes		P1, P6, P7, P8, P9	P1, P2, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P4, P5, P8, P9	
TOTAL		10	10	17.5	12.5	50



Studies of Religion II 2 Unit

	Syllabus Assessment Component	Weighting %
1	Knowledge and understanding of course content	40
2	Source-based skills	20
3	Investigation and research	20
4	Communication of information, ideas and issues in appropriate forms	20
	TOTAL	100

Assessment Programme Year 11, 2011						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 5, Term 1	Weeks 3 & 4, Term 2	Week 5, Term 3	Weeks 9 & 10, Term 3	
	Type of Task	Research / In class task	Half Yearly Examination	Seminar Presentation	End of Course Examination	
1		5	10	10	15	40
2		5	5		10	20
3		5		5	10	20
4		5	5	5	5	20
Outcomes		P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
TOTAL		20	20	20	40	100



Visual Arts

2 Unit

Syllabus Assessment Component		Weight %
1.	Art Making	50
2.	Art Criticism and Art History	50
Total		100

Assessment Programme Year 11, 2011					
Task	Timing	Outcomes	Components		Task Value %
			1	2	
Still Life	Week 9 Term 1	P1, P2, P3, P4, P5, P6, P7, P8, P9	15	5	20
Half Yearly Examination	Weeks 3 & 4 Term 2	P7, P8, P9, P10		10	10
Self Identity Portraiture	Week 10 Term 2	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	15	5	20
The Natural Environment	Week 7 Term 3	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	20	10	30
End of Course Examination	Weeks 9 & 10 Term 3	P7, P8, P9, P10		20	20
Component Total			50	50	100

OTHER

Students who are undertaking a HSC course with an external learning facility, such as Southern Cross Distance Education, the Lismore Catholic Education Office Online learning programmes, TAFE, etc, are advised to refer to the Assessment Handbooks that they would have received from these organisations.

A GLOSSARY OF KEY WORDS TO BE USED ACROSS ALL SUBJECT AREAS

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.

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

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different form; to note differences between

Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole