



St Joseph's College

Higher School Certificate Assessment Handbook

Year 12 2017

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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 in 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, Teaching and Educational Standards NSW (BOSTES) documents in relation to syllabuses for all their courses. These documents are available on the BOSTES website (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 Leader of Curriculum.

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

SECTION ONE

GENERAL INFORMATION

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 Board of Studies, Teaching and Educational Standards NSW (BOSTES) has developed and published mandatory requirements for assessment of students in Years 7 to 12. These regulations and rules must be strictly adhered to in order for students to be eligible for the award of the Record of School Achievement 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, whilst significant, assessment is only one component of school education at St Joseph's College.

BOSTES 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 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.

Schools are currently required by BOSTES 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 all courses. It encompasses all syllabus objectives other than those related to attitude and interest and is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by a 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

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. These are derived from:

- (a) BOSTES 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

Preliminary Course and HSC Course Assessment Task Calendars supplement the Handbooks and are provided in Google Calendar for students each year. The calendars provide specific dates for tasks. Variations to task dates can occur after teacher consultation with the Leader of Curriculum. 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's Moodle website. Students who are unable to access this website may request a hard copy of the task from their teacher.
 2. The Assessment Task Notification will include:
 - Subject/course
 - Unit/Module
 - Topic
 - Weighting of Task (relative to course overview and if applicable)
 - The date and timing of the task
 - Length/duration of task (eg. reading time, etc)
 - Type/nature of task (eg. hand-up, exam, etc)
 - Outcomes to be assessed
 - Description of Task Requirements – breakdown of marks to indicate relative weightings
 - Marking guidelines and/or marking criteria
 - Success Criteria and/or Marking Rubric
 - Task References (if applicable)
 3. Teachers will explain 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 ask students to sign a class roll to record that students were present when told that assessment details have been posted on the College Moodle 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.
 - Providing their rank within the student group for the task.
 - 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:

- (a) **followed the course** developed or endorsed by BOSTES, and
- (b) applied themselves with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school, and
- (c) 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 Leader of Curriculum 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 4 in Year 11 of the HSC course. **No formal assessment tasks will be scheduled in the week prior to major examination blocks** (eg. Half-Yearly and Trial Examinations).

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 Moodle website and via the Google Assessment Calendar.

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, with the exception of those practical projects in Industrial Technology – Multimedia, Information Processes & Technology and Photography, 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 the Library.** 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 as listed later in this Handbook.

Practical projects for the courses listed above are to be submitted on the due date during class time. Submission dates will be on the same day that a normal lesson occurs in the timetable. **All work must be submitted at the time stated in the assessment notification during the designated lesson.** Failure to do so will be considered a late submission and the student will be required to follow the procedures set out in the 'Lateness' section below.

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 Leader of Learning or Leader of Curriculum will accept the task.

TASKS ARE NOT TO BE HANDED TO THE OFFICE OR LIBRARY 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.

APPLICATION FOR EXTENSION

PRIOR to the due date and using the 'Scheduled Assessment Task Variation' form, students are permitted to apply for **an extension** of time for submission of an Assessment task. **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. **These forms are available from 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. For practical projects these must be submitted to the class teacher on or before the extension date.

Extensions of time will **ONLY** be given for circumstances outside the student's control. The Assessment Review Committee 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**, the student must submit the task to a member of the Library staff where it will be date and time stamped and signed by the student. In the event that the task is a practical project for Industrial Technology – Multimedia, Information Processes & Technology or Photography the task is to be submitted to the Leader of Curriculum. An **Assessment Variation Form** with appropriate documentation signed by the Parent/Carer must be submitted to the Class teacher the next school day so that the Assessment Review Committee is able to meet and determine an outcome for the late submission.

For late submission of a task that was due on the last day of the week or last day of term, submission of the task is to be made electronically to both the class teacher and the Leader of Curriculum the next day. This can be undertaken either via email, Moodle upload or uploading to Google drive and sharing the file/s with the class teacher and the Leader of Curriculum. In the event that the task consists of a practical project such as a painting or timber creation, some form of evidence of completion needs to be emailed to the class teacher and Leader of Curriculum. This can include photos of the project from a number of different angles.

In the event that an assessment variation application is not approved, tasks submitted after 9:00am on the due date (Day 1) will incur a penalty of 25% of the total possible mark. A task submitted after 9:00am on the day following the due date (Day 2) will incur a penalty of 50% of the total possible mark. A task submitted after 9:00am on Day 3 will incur a zero mark for the entire task.

PROCEDURES FOR ABSENCES FROM SCHEDULED ASSESSMENT TASKS

The following procedures with regard to absences are the student's responsibility. Teachers are NOT required to ask for this documentation.

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, Leader of Learning, Year Coordinator or Leader of Curriculum 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. TAFE attendance, sporting representation, etc) the student must notify the Course Teacher or Leader of Curriculum **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 granted an exemption and endorsed by the Principal. Application forms for exemptions can be obtained from the front office. Exemptions are only granted for extenuating circumstances such as elite sporting competition. Exemptions will not be granted for family holidays.

The Course Teacher takes the "Scheduled Assessment Variation Form" to the Leader of Learning who will meet with the Leader of Curriculum and the Assessment Review Committee. The student will be notified of the committee's decision in writing.

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 penalty 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)

ASSESSMENT REVIEW COMMITTEE

An Assessment Review Committee consisting of the Course Teacher, Leader of Learning and Leader of Curriculum 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 Leader of Learning and Leader of Curriculum so that the Assessment Review Committee is able to meet. The Leader of Curriculum will notify the student in writing of the Committee's decision.

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 **some evidence** that the task had been commenced in the assessment box before the commencement of Period 1 eg. handwritten notes, part printouts, work on a backup device such as a USB flash drive, or email a copy of the assignment to the Course Teacher.
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 should save and back up their work at regular intervals throughout the period of time allocated to complete the task. Assessment tasks 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.

SCHOOL PRINTING OF ASSESSMENT TASKS

It is advisable to print assessment tasks from home when possible in order to avoid delays that can occur on the morning of the due date caused by an overload of print requests on the College printer. If printing from the College printer is the only option, you are advised to do so the **day before** the submission date.

In the case of unforeseen circumstances, such as power failure at the College or extreme natural events preventing access to the Library, students are required to use one of the following contingency plans. Upload the task to the student's Google Drive and share the task with the relevant class teacher which will time stamp the document OR place the task on a USB flash drive and hand it to the relevant class teacher.

PLAGIARISM

All work submitted for assessment must be the **student's own work**. 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 those sections of the assessment task deemed to be non-authentic work.

Plagiarism involves copying or using thoughts directly from another person's work as your own work. All students have completed the BOSTES "All My Own Work Modules" and are aware of the regulations regarding plagiarism.

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.

In instances where plagiarism has occurred, an authentic task will need to be submitted at a date to be determined by the Review Committee to satisfactorily complete course outcomes. A zero mark for those sections that have been plagiarised will still be recorded.

INVALID ASSESSMENT TASKS

If an individual assessment task is deemed to have produced unreliable results through a decision of the Course Teacher, Leader of Learning, Leader of Curriculum and Principal, then the appropriate action will be taken to ensure that no student is advantaged or disadvantaged. 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 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 penalty or zero mark, and parents of students, who receive a penalty or 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 Leader of Learning to review the situation within one week of the assessment task.

In the event that the student remains dissatisfied an appeal may be lodged in writing to the Leader of Curriculum. This appeal will be heard by a committee consisting of the Principal, the Leader of Curriculum and the Leader of Learning 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 Higher School Certificate.

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).

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: _____

ON COMPLETION, PLEASE HAND TO YOUR CLASS TEACHER

Student Declaration (circle the appropriate phrase)

1. I **will not be/ was not able to** complete the scheduled assessment task indicated above.
- 2a. In the event of Illness/Misadventure, I **did/ did not** notify the College prior or on the due date of my task via email or phone call of the inability to be at school to complete the task or to submit the task on time.
OR
- 2b. In the event of a known absence such as College Sport representation, TAFE attendance or another absence granted an Exemption from School by the Principal, I **have / have not** submitted this variation form as soon as the clash of events occurred.
3. **My reason is as follows:** (tick the appropriate reason)
 - (a) I was sick and I couldn't attend school – **a doctor's certificate must validate this reason.**
 - (b) I was absent due to unplanned circumstances and a family member could not submit the task on my behalf.
 - (c) I will be representing the College at an approved College event OR attendance at TAFE.
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.

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) the task is to be administered by the Course Teacher on date: _____
- (c) an extension of time with no penalty be granted by the Leader of Learning to date: _____
- (d) an estimated mark be authorised by the Principal at the end of the course.
- (e) a 25% penalty has been recorded on the task.
- (f) a 50% penalty has been recorded on the task.
- (g) a zero mark be recorded for this task by the Leader of Curriculum.

Leader of Learning: _____

Leader of Curriculum: _____ Date: ____/____/____

SECTION TWO

ASSESSMENT PROGRAMMES

Syllabus Assessment Component		Weighting %
1	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 ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	40
2	Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30
3	Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 4 2016	Week 7, Term 1	Weeks 10 & 11, Term 1	Week 9, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Practical Process	Research / Communication	Half-Yearly Examination	Practical Process	Trial HSC Examination	
	Outcomes	H12, H13, H14	H1, H4, H5, H13, H14	H1, H2, H3, H5, H6, H8, H9, H10	H11, H12, H13, H14	H1, H2, H3, H4, H6, H7, H8, H9, H10	
1		5	10	10		15	40
2		5		7	10	8	30
3		5	5	5	10	5	30
TOTAL		15	15	22	20	28	100

**CATHOLIC EDUCATION OFFICE
LISMORE DIOCESE (7054)
St Joseph's College**



Assessment Programme Year 12 2017

		Task 1	Task 2	Total %
Component being assessed	Date of Exam	Weeks 10 & 11, Term 1	Weeks 3 & 4, Term 3	50
	Type of Exam	Half-Yearly Examination	Trial HSC Examination	50
TOTAL		30	70	100

* Note: Students must complete mandatory work placement and show teacher evidence of this. Students must negotiate with their class teachers regarding any assessment items they will miss while on work placement prior to commencing work placement.

Syllabus Assessment Component		Weighting %
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 12 2017						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 9, Term 4 2016	Weeks 10 & 11, Term 1	Week 10, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	In class task, skills, stimulus, knowledge	Half-Yearly Examination	Financial Statement Analysis	Trial HSC Examination	
	Outcomes	H2, H3, H5, H8, H9	H1, H2, H3, H4, H5, H6, H9, H10	H5, H6, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
1		5	10	10	15	40
2			10		10	20
3		10		10		20
4		5	5	5	5	20
TOTAL		20	25	25	30	100

Content Strands		Weighting %
1	Scripture and Jesus: Christology	15
2	God, Religion and Life: Living with Good and Evil	20
3	Morality and Justice: Moral Issues	15
TOTAL		50

Assessment Programme Year 12 2017					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Weeks 5-7, Term 4, 2016	Week 8, Term 1	Weeks 3 & 4, Term 3	
	Type of Task	Speaking Task	Research Task	End of Course Examination	
	Outcomes	A6 – 1K A6 – 1S A6 – 1V	C6 – 1K C6 – 1S C6 – 1V	E6 – 3K E6 – 3S E6 – 3V	
1		15			15
2			20		20
3				15	15
TOTAL		15	20	15	50

Syllabus Assessment Component		Weighting %
1	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
2	Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30
3	Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30
TOTAL		100

Assessment Programme Year 12 2017								
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %	
	Date of Task	Week 8, Term 4 2016	Weeks 10 & 11, Term 1	Week 5, Term 2	Week 10, Term 2	Weeks 3 & 4, Term 3		
	Type of Task	Practical / Process Topic 1	Half-Yearly Examination	Practical / Process Topic 2/3	Research / Communication	Trial HSC Examination		
	Outcomes	H9, H10, H12, H13, H14	H1, H3, H4, H6, H8, H9, H10, H16	H7, H11, H12, H13, H14, H15	H4, H7, H8, H13, H16	H1, H2, H3, H4, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16		
1		2	11	2	12	13	40	
2		9	5	10	3	3	30	
3		5	6	4	3	12	30	
TOTAL		16	22	16	18	28	100	

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> resource management positive relationships range of societal factors nature of groups, families and communities 	40
2	Skills in: <ul style="list-style-type: none"> applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing 	25
3	Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 4 2016	Week 7, Term 1	Weeks 10 & 11, Term 1	Week 6, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Groups in Context	IRP	Half-Yearly Examination	Parenting and Caring	Trial HSC Examination	
	Outcomes	H1.1, H2.2, H3.1	H4.2, H4.4	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, H7.1, H7.3, H7.3, H7.4	H2.1, H2.2, H3.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, H7.1, H7.3, H7.3, H7.4	
1		10	5	10	15	40	
2			5	5	10	5	25
3		20	5	5		5	35
TOTAL		20	20	15	20	25	100

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		Task 1	Task 2	Total %
Component being assessed	Date of Exam	Weeks 10 & 11, Term 1	Weeks 3 & 4, Term 3	50
	Type of Exam	Half-Yearly Examination	Trial HSC Examination	50
TOTAL		30	70	100

* Note: Students must complete mandatory work placement and show teacher evidence of this. Students must negotiate with their class teachers regarding any assessment items they will miss while on work placement prior to commencing work placement.

Syllabus Assessment Component		Weighting %
1	Making	40
2	Performing	30
3	Critically Studying	30
TOTAL		100

Assessment Programme Year 12 2017								
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %	
	Date of Task	Week 9, Term 4 2016	Weeks 10 & 11, Term 1	Week 5, Term 2	Week 2, Term 3	Weeks 3 & 4, Term 3		
	Type of Task	Studies in Drama and Theatre Performance / Hand-in Essay	Australian Drama and Theatre Practical and Written Exam	Individual Project / Log Update	Trial HSC Practical Examination / Log	Trial HSC Written Examination		
	Outcomes	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.2, H1.3, H1.5, H1.7, H1.9, H2.1, H2.4, H3.2, H3.3, H3.5	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H3.2, H3.3, H3.5 (dependent on project selected)	H3.1, H3.2, H3.3, H3.4, H3.5		
1		10	10	10	10		40	
2		5	5		20		30	
3		5	5	5	5	10	30	
TOTAL		20	20	15	35	10	100	

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

Syllabus Assessment Component		Weighting %
1	Knowledge and Understanding of Course Content	40
2	Stimulus Based Skills	20
3	Inquiry and Research	20
4	Communication of Economic Information, Ideas and Issues	20
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 3, Term 1	Weeks 10 & 11, Term 1	Week 8, Term 2	Week 1, Term 3	Weeks 3 & 4, Term 3	
	Type of Task	Written Responses	Half Yearly Examination	Research Essay	Stimulus Based Skills Task	Trial HSC Examination	
	Outcomes	H1, H4, H5, H6, H7, H10	H1, H3, H4, H5, H6, H7, H10, H11	H1, H2, H9, H10, H11	H1, H4, H8, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
1		2.5	12.5		5	20	40
2			2.5		15	2.5	20
3		10		10			20
4		2.5	5	5		7.5	20
TOTAL		15	20	15	20	30	100

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Assessment Programme Year 12 2017

		Task 1	Task 2	Total %
Component being assessed	Date of Exam	Weeks 10 & 11, Term 1	Weeks 3 & 4, Term 3	50
	Type of Exam	Half-Yearly Examination	Trial HSC Examination	50
TOTAL		30	70	100

* Note: Students must complete mandatory work placement and show teacher evidence of this. Students must negotiate with their class teachers regarding any assessment items they will miss while on work placement prior to commencing work placement.

Syllabus Assessment Modules		Weighting %
1	Area of Study	40
2	Module A – Comparative Study of Texts and Contexts	20
3	Module B – Critical Study of Texts	20
4	Module C – Representation and Text	20
TOTAL		100

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

Assessment Programme Year 12 2017									
Module being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total %	
	Date of Task	Week 10, Term 4 2016	Week 7, Term 1	Weeks 10 & 11, Term 1	Week 6, Term 2	Week 10, Term 2	Weeks 3 & 4, Term 3		
	Type of Task	Speaking (non exam) AoS	Viewing / Representing (non exam) Mod A	Reading / Writing Half-Yearly Examination (non exam)	Reading (non exam) Mod B	Listening (non exam) Mod C	Trial HSC Examination Reading Writing Writing		
	Outcomes	1, 2, 7, 8, 10	2A, 3, 4, 5, 7, 8, 9, 10, 12A, 13	1, 2, 4, 6, 8, 10, 11	2A, 4, 6, 7, 11, 12	4, 5, 6, 10	1, 2, 3, 4, 5, 6, 8, 10, 11		
1		15 S		5 R 5 W			5 R 5 W 5 W	40	
2			15 V/R				5 W	20	
3					15 R		5 W	20	
4						15 L	5 W	20	
TOTAL		15	15	10	15	15	30	100	

Syllabus Assessment Modules		Weighting %
1	Area of Study	40
2	Module A – Experience Through Language	20
3	Module B – Close Study of Texts	20
4	Module C – Texts and Society	20
TOTAL		100

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

Assessment Programme Year 12 2017									
Module being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total %	
	Date of Task	Week 10, Term 4 2016	Week 7, Term 1	Weeks 10 & 11, Term 1	Week 6, Term 2	Week 10, Term 2	Weeks 3 & 4, Term 3		
	Type of Task	Speaking (non exam) AoS	Viewing / Representing (non exam) Mod A	Reading / Writing Half-Yearly Examination (non exam)	Reading (non exam) Mod B	Listening (non exam) Mod C	Trial HSC Examination Reading Writing Writing		
	Outcomes	1, 2, 4, 7, 8, 10	2, 3, 5, 6, 7, 9, 13	1, 2, 4, 6, 8, 10, 11	4, 6, 10, 12	2, 4, 7	1, 2, 4, 5, 6, 10, 11		
1		15 S		5 R 5 W			5 R 5 W 5 W	40	
2			15 R				5 W	20	
3					15 V/R		5 W	20	
4						15 L	5 W	20	
TOTAL		15	15	10	15	15	30	100	

Module A:		Weighting %
1	Knowledge and understanding of complex texts and of how and why they are valued.	25
2	Source-based skill in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	25
TOTAL		50

Assessment Programme Year 12 2017					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Weeks 10 & 11, Term 1	Week 9, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Half-Yearly Examination (non exam)	Tutorial Presentation	Trial HSC Examination	
	Outcomes	1, 3	1, 2, 4	1, 2, 3	
1		5	10	10	25
2		10	10	5	25
TOTAL		15	20	15	50

The course mark allocated to English Extension 1 in Stage 6 is out of 50.

Syllabus Assessment Component		Weighting %
1	Module 1 – On the Road: English and the Experience of Travel	30
2	Module 2 – We Are Australian: English in Citizenship	50
3	Module 3 – Digital Worlds: English for the Web	20
TOTAL		100

Assessment Programme Year 12 2017								
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %	
	Date of Task	Week 10, Term 4 2016	Week 7, Term 1	Weeks 10 & 11, Term 1	Week 10, Term 2	Weeks 3 & 4, Term 3		
	Type of Task	Speaking / Listening (non exam)	Writing (non exam)	Writing / Reading Half-Yearly Examination (non exam)	Representing (non exam)	Trial HSC Examination Reading (non exam) Writing (non exam)		
	Outcomes	H2.1, H2.2, H2.3, H3.2	H1.4, H2.2, H3.1, H3.2	H1.1, H1.3, H2.3	H1.2, H1.4, H4.1, H4.2	H1.1, H1.3, H2.3		
1		15 S 15 L					30	
2			10 W	10 W 10 R		10 R 10 W	50	
3					20 R		20	
TOTAL		30	10	20	20	20	100	

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Assessment Programme Year 12 2017

Component being assessed		Task 1	Task 2	Total %
	Date of Exam	Weeks 10 & 11, Term 1	Weeks 3 & 4, Term 3	50
Type of Exam	Half-Yearly Examination	Trial HSC Examination	50	
TOTAL		30	70	100

* Note: Students must complete mandatory work placement and show teacher evidence of this.

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding	20
2	Research, analysis and communication	30
3	Experimentation and preparation	30
4	Design, implementation and evaluation	20
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 10, Term 4 2016	Weeks 10 & 11, Term 1	Week 5, Term 2	Week 1, Term 3	Weeks 3 & 4, Term 3	
	Type of Task	Australian Food Industry	Half-Yearly Examination	Food Product Development	Nutrition	Trial HSC Examination	
	Outcomes	H1.1, H1.2, H3.1, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1	H1.3, H4.2	H2.1, H3.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	
1		10			10	20	
2		10		10	10	30	
3		10		10	10	30	
4				10	10	20	
TOTAL		20	10	30	30	10	100

Syllabus Assessment Component		Weighting %
1	Listening Objective 1: Interacting Objective 2: Understanding Texts	30
2	Reading Objective 1: Interacting Objective 2: Understanding Texts	30
3	Writing Objective 1: Interacting Objective 3: Producing Texts	20
4	Speaking Objective 1: Interacting Objective 2: Producing Texts	20
TOTAL		100

Assessment Programme Year 12 2017						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 9, Term 4 2016	Weeks 10 & 11, Term 1	Week 6, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Listening	Half-Yearly Examination	Speaking	Trial HSC Examination	
	Outcomes	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4	
1		10	10		10	30
2		10	10		10	30
3			5		15	20
4			5	15		20
TOTAL		20	30	15	35	100

Syllabus Assessment Component		Weighting %
1	Listening and Responding Objective 3	25
2	Reading and Responding Objectives 1, 2 and 3	40
3	Writing in French Objective 2	15
4	Speaking Objectives 1 and 4	20
TOTAL		100

Assessment Programme Year 12 2017						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 9, Term 4 2016	Weeks 10 & 11, Term 1	Week 6, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Listening	Half-Yearly Examination	Speaking	Trial HSC Examination	
	Outcomes	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4	
1		10	5		10	25
2		5	15		20	40
3		5	5		5	15
4			5	15		20
TOTAL		20	30	15	35	100

Syllabus Assessment Component		Weighting %
1	Part I: What is History? Knowledge and understanding of significant historical ideas and processes	10
2	Part II: History Project Skills in designing, undertaking and communicating historical inquiry – the History Project	40
TOTAL		50

**Course Requirements: 20% ASSESSMENT
 80% HISTORY PROJECT**

Assessment Programme Year 12 2017				
Component being assessed		Task 1	Task 2	Total %
	Date of Task	Week 10, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	History Project	Trial HSC Examination	
	Outcomes	E1.1, E2.1, E2.2, E2.3	E1.1, E2.2, E2.3	
1			10	10
2		40		40
TOTAL		40	10	50

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Assessment Programme Year 12 2017

Component being assessed		Task 1	Task 2	Total %
	Date of Exam	Weeks 10 & 11, Term 1	Weeks 3 & 4, Term 3	50
Type of Exam	Half-Yearly Examination	Trial HSC Examination	50	
TOTAL		30	70	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40
2	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 3, Term 1	Weeks 10 & 11, Term 1	Week 4, Term 2	Weeks 3 & 4, Term 3	Week 6, Term 3	
	Type of Task	Presentation of Major Project Ideas and Development	Half-Yearly Examination	Product Presentation	Trial HSC Examination	Industry Study Report	
	Outcomes	H2.1, H3.1, H3.2, H5.1	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	H2.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	H1.1, H1.2, H1.3, H3.1, H5.1, H7.1, H7.2	
1		10	5	15	10	40	
2		20	5	25	5	60	
TOTAL		20	15	30	20	15	100

Syllabus Assessment Component		Weighting %
1	Project Management	20
2	Information Systems and Databases	20
3	Communication Systems	20
4	Decision Support Systems	20
5	Multimedia Systems	20
TOTAL		100

Assessment Programme Year 12 2017								
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %	
	Date of Task		Week 8, Term 1	Weeks 10 & 11, Term 1	Week 8, Term 2	Weeks 3 & 4, Term 3	Week 6, Term 3	
	Type of Task		Development of a Database	Half-Yearly Examination	Decision Support Systems	Trial HSC Examination	Multimedia Project	
	Outcomes		H1.1, H2.2, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H4.1, H5.2	H1.1, H2.2, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H4.1, H5.2	H1.1, H2.2, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	
1		5	5		5	5	20	
2		10	5		5		20	
3			10		10		20	
4				15	5		20	
5					5	15	20	
TOTAL		15	20	15	30	20	100	

Syllabus Assessment Component		Weighting %
1	Knowledge and Understanding of Course Content	60
2	Inquiry and Research	20
3	Communication of Legal Studies Information, Issues and Ideas	20
TOTAL		100

Assessment Programme Year 12 2017								
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %	
	Date of Task	Week 9, Term 4 2016	Week 7, Term 1	Weeks 10 & 11, Term 1	Week 9, Term 2	Weeks 3 & 4, Term 3		
	Type of Task	Extended Responses	Research Assignment	Half-Yearly Examination	Focus Study – Research	Trial HSC Examination		
	Outcomes	H1, H4, H6, H7, H9	H1, H2, H3, H4, H5, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H3, H4, H5, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10		
1		5	2.5	20	2.5	30	60	
2			10		10		20	
3		10	5		5		20	
TOTAL		15	17.5	20	17.5	30	100	

Syllabus Assessment Component	
1	Use of concepts, skills and techniques to solve mathematical problems in a wide arrange of theoretical and practical contexts
2	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %	
	Date of Task		Weeks 5 & 6, Term 1	Weeks 10 & 11, Term 1	Week 9, Term 2	Week 7, Term 3	
	Type of Task		Assignment	Half-Yearly Examination	Assignment	Assignment	
	Outcomes		MGIH-1, MGIH-2, MGIH-3, MGIH-6, MGIH-9	MGIH-1, MGIH-2, MGIH-3, MGHI-4, MGIH-5, MGIH-6, MGIH-7, MGIH-8, MGHI-9, MGIH-10	MGIH-1, MGIH-3, MGHI-4, MGIH-5, MGHI-9, MGIH-10	MGIH-1, MGIH-2, MGIH-3, MGHI-4, MGIH-5, MGIH-6, MGHI-9, MGIH-10	
TOTAL		25	25	25	25	100	

Syllabus Assessment Component		Weighting %
1	Use of concepts, skills and techniques to solve mathematical problems in a wide arrange of theoretical and practical contexts	50
2	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
TOTAL		100

* Up to 30% of the internal assessment may be based on the Preliminary Course.

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 9, Term 4 2015	Weeks 10 & 11, Term 1	Week 8, Term 2	Week 1, Term 3	Weeks 3 & 4, Term 3	
	Type of Task	Course Test 1	Half-Yearly Examination	Exam	Assignment / Exam	Trial HSC Examination	
	Outcomes	MG2H-3, MG2H-6	MG2H-2, MG2H-3, MG2H-6, MG2H-7, MG2H-8	MG2H-1, MG2H-5, MG2H-9	MG2H-2, MG2H-4, MG2H-6, MG2H-8	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10	
1		5	12.5	7.5	10	15	50
2		5	12.5	7.5	10	15	50
TOTAL		10	25	15	20	30	100

Syllabus Assessment Component		Weighting %
1	Use of concepts, skills and techniques to solve mathematical problems in a wide arrange of theoretical and practical contexts	50
2	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
TOTAL		100

Knowledge of the Preliminary Course is a pre-requisite and will be examined in the HSC course. Up to 30% of the HSC assessment may be directly based on the Preliminary Course.

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 9, Term 4 2015	Weeks 10 & 11, Term 1	Week 8, Term 2	Week 1, Term 3	Weeks 3 & 4, Term 3	
	Type of Task	Course Test 1	Half-Yearly Examination	Exam	Assignment	Trial HSC Examination	
	Outcomes	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6, H8	H2, H3, H6, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
1		5	12.5	7.5	10	15	50
2		5	12.5	7.5	10	15	50
TOTAL		10	25	15	20	30	100

Syllabus Assessment Component		Weighting %
1	Use of concepts, skills and techniques to solve mathematical problems in a wide arrange of theoretical and practical contexts	50
2	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
TOTAL		100

Knowledge of the Preliminary Course is a prerequisite and will be examined in the HSC course.

Assessment Programme Year 12 2017					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Weeks 10 & 11 Term 1	Week 7, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Half-Yearly Examination	Assignment	Trial HSC Examination	
	Outcomes	HE1, HE3, HE7	HE3, HE4, HE7	HE1, HE2, HE3, HE4, HE5, HE6, HE7	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

NOTE: Mathematics Extension 1 will be marked out of 50. For students doing Extension 2 this mark is out of 100.

Syllabus Assessment Component		Weighting %
1	Use of concepts, skills and techniques to solve mathematical problems in a wide arrange of theoretical and practical contexts	50
2	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
TOTAL		100

Knowledge of the Preliminary Course is a prerequisite and will be examined in the HSC course.

Assessment Programme Year 12 2017						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 9, Term 4 2016	Weeks 10 & 11, Term 1	Week 9, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Course Test 1	Half Yearly Examination	Course Test 3	Trial HSC Examination	
	Outcomes	E1, E3	E1, E2, E3	E2, E3, E4	E1, E2, E3, E4, E5, E6, E7, E8, E9	
1		7.5	12.5	15	15	50
2		7.5	12.5	15	15	50
TOTAL		15	25	30	30	100

NOTE: Mathematics Extension 2 will be marked out of 100. For students doing Extension 1 this mark is out of 50.

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	20
4	Communication of historical understanding in appropriate forms	20
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 10, Term 4 2016	Weeks 10 & 11, Term 1	Week 5, Term 2	Week 10, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Source Analysis	Half-Yearly Examination	Oral	Research Task	Trial HSC Examination	
	Outcomes	H1.1, H1.2, H2.1, H3.3, H4.1, H4.2	H1.1, H1.2, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2	H1.1, H1.2, H2.1, H3.2, H3.4, H3.5	H1.1, H1.2, H2.1, H3.1, H3.2, H3.5, H4.1, H4.2	H1.1, H1.2, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2	
1		5	5	20		10	40
2		10	5			5	20
3					20		20
4			5		5	10	20
TOTAL		15	15	20	25	25	100

Syllabus Assessment Component		Weighting %
1	Performance Core	10
2	Composition Core	10
3	Musicology Core	10
4	Aural Core	25
5	Elective 1	15
6	Elective 2	15
7	Elective 3	15
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 9, Term 4 2016	Week 8, Term 1	Weeks 10 & 11, Term 1	Week 7, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Elective 1	Musicology & Elective 2	Half-Yearly Examination	Composition & Elective 3	Trial HSC Examination	
	Outcomes	H1, H7, H9, H11	H2, H6, H10, H11 H5, H7	H4, H6, H8, H10	H2, H3 H1, H7	H1, H5, H7, H9 H4, H6, H8	
1					10	10	
2				10		10	
3		10				10	
4				10		25	
5		15				15	
6			15			15	
7					15	15	
TOTAL		15	25	10	25	25	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40
2	Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	30
3	Skills in critical thinking, research and analysis	30
TOTAL		100

Assessment Programme Year 12 2017								
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %	
	Date of Task	Week 8, Term 4 2016	Week 7, Term 1	Weeks 10 & 11, Term 1	Week 10, Term 2	Weeks 3 & 4, Term 3		
	Type of Task	Core 2 Assessment	Core 1 Assessment	Half-Yearly Examination	Options Assessment	Trial HSC Examination		
	Outcomes	H1, H2, H15, H16	H7, H8, H10, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17	H8, H10, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17		
1		5	10	5	10	10	40	
2		10			10	10	30	
3		5	10	5		10	30	
TOTAL		20	20	10	20	30	100	

Syllabus Assessment Component		Weighting %
1	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
2	Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30
3	Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 6, Term 4 2016	Weeks 10 & 11, Term 1	Week 3, Term 2	Week 10, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Practical / Process	Half-Yearly Examination	Practical / Process	Research / Communication	Trial HSC Examination	
	Outcomes	H11, H12, H13, H14	H2, H4, H6, H7, H9	H2, H9, H10, H12	H1, H3, H4, H5, H9, H13	H2, H4, H6, H7, H8, H9, H10	
1		2	11	2	12	13	40
2		9	5	10	3	3	30
3		5	6	4	3	12	30
TOTAL		16	22	16	18	28	100

Syllabus Assessment Component		Weighting %
1	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 	45
2	Skills in: <ul style="list-style-type: none"> planning and conducting firsthand investigations gathering and processing firsthand data gathering and processing relevant information from secondary sources 	25
3	Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30
TOTAL		100

Assessment Programme Year 12 2017							
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 4 2016	Weeks 10 & 11, Term 1	Week 2, Term 2	Week 8, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Practical / Process	Half-Yearly Examination	Practical / Process	Research / Communication	Trial HSC Examination	
	Outcomes	H2, H8, H11, H12, H13, H16	H4, H5, H6, H7, H8	H1, H3, H10, H14	H12, H13, H15	H4, H5, H6, H7	
1		5	15	5	5	15	45
2		5	5	5	5	5	25
3		5	5	10	5	5	30
TOTAL		15	25	20	15	25	100

Syllabus Assessment Component		Weighting %
1	Knowledge and Understanding of Course Content	50
2	Application and Evaluation of Social and Cultural Research Methodologies	30
3	Communication of Information, Ideas and Issues in Appropriate Forms	20
TOTAL		100

Assessment Programme Year 12 2017						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 10, Term 4 2016	Weeks 10 & 11, Term 1	Week 5, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Oral Presentation – PIP/Research Methods	Half Yearly Examination	Essay Question – “Pop Culture”	Trial HSC Examination	
	Outcomes	H6, H7, H10	H1, H2, H3, H5	H2, H4, H8, H10	H1, H5, H7, H10	
1			10	10	30	50
2		20	10			30
3		5	5	10		20
TOTAL		25	25	20	30	100

Syllabus Assessment Component		Weighting %
1	Knowledge and Understanding	50
2	Skills	50
TOTAL		100

Assessment Programme Year 12 2017					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 1, Term 4 2015 (ongoing)	Week 3, Term 2 (ongoing)	Week 4, Term 2 (ongoing)	
	Type of Task	Practical Task 1	Journal	Practical Task 3	
	Outcomes	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 2.1, 2.2, 4.2, 4.5	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	50

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.

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 forms	10
TOTAL		50

Assessment Programme Year 12 2017					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 4 2016	Weeks 10 & 11, Term 1	Weeks 3 & 4, Term 3	
	Type of Task	Viva Voce or Short Written Report (Religion and belief system in Australia)	Research Report (Religious Tradition Depth Study)	Trial HSC Examination (Religion and belief system in Australia, Religious Tradition Depth Studies)	
	Outcomes	H1, H2, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
1		5	5	10	20
2		5		5	10
3			10		10
4		5		5	10
TOTAL		15	15	20	50

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 12 2017						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 5, Term 4 2016	Weeks 10 & 11, Term 1	Week 5, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Viva Voce or Short Written Report	Half-Yearly Examination	Research Task (In-class extended response)	Trial HSC Examination	
	Outcomes	H1, H2, H6, H7, H8, H9	H1, H2, H3, H4, H5, H7, H8	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
1			10	10	20	40
2			5	5	10	20
3		10		10		20
4		5	5	5	5	20
TOTAL		15	20	30	35	100

Syllabus Assessment Component		Weighting %
1	Practical – Artmaking	50
2	Theory – Art Criticism and History	50
TOTAL		100

Assessment Programme Year 12 2017								
Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %	
	Date of Task	Week 9, Term 4 2016	Weeks 10 & 11, Term 1	Week 8, Term 2	Week 7, Term 3	Weeks 3 & 4, Term 3		
	Type of Task	Development of Body of Work (VAPD) / Case Study	Half-Yearly Examination	Development of Body of Work (VAPD) / Case Study	Body of Work (VAPD)	Trial HSC Examination		
	Outcomes	H1, H2, H4, H5	H7, H8, H9, H10	H1, H2, H4	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10		
1		15		15	20		50	
2			20			30	50	
TOTAL		15	20	15	20	30	100	

	Syllabus Assessment Component	Weighting %
1	Knowledge & Understanding	30
2	Skills	70
	TOTAL	100

Assessment Programme Year 12 2017						
Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 8, Term 4 2016	Week 7, Term 1	Week 5, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Portfolio	Report	Project	End of Course Examination	
	Outcomes	1, 2, 3, 4, 5, 7, 8, 9	1, 2, 3, 4, 5, 8, 9	1, 3, 4, 5, 6, 8, 9	3, 4, 5, 6, 7, 8, 9	
1		10			20	30
2		10	25	25	10	70
TOTAL		20	25	25	30	100

HSC Course

The internal assessment mark for Visual Arts Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

<i>COMPONENT</i>	<i>WEIGHTING</i>	<i>TASKS</i>
Artmaking – Body of Work	50	<p><i>Assessment should include ongoing evaluations of a student's ability to:</i></p> <ul style="list-style-type: none"> • Represent their understandings of artmaking as a practice involving the selection of particular procedures and critical judgement • Apply the conceptual framework of art involving artist, artwork, world, audience to the development of their body of work • Use one or more of the frames to represent points of view in their interpretations • Develop meaning and focus in the representation of ideas reflected in the developing body of work evident in the lead-up work in diaries, works under development, in the body of work, and student explanations
Art Criticism And Art History	50	<p><i>Assessment should include ongoing evaluations of a student's ability to:</i></p> <ul style="list-style-type: none"> • Investigate art criticism and art history as practices involving procedures and judgements • Utilise the conceptual framework of art involving artists, artwork, world, audience in selected cases through discussions and art critical and art historical writing • Use the frames to inform their interpretations and points of view • Attribute meanings to selected examples • Interpret critical and historical accounts evident in case studies, research tasks, oral tasks, reviews, reports, assignments etc.
Marks	100	

While the allocations of weightings to the various tasks set for the HSC course is left to individual schools, the percentages allocated to each assessment component must be maintained. For each component, the assessment may be spread over more than one task. One task may be used to assess several components. It is suggested that 3-5 tasks are sufficient to assess the HSC course outcomes.

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

Referencing / Bibliography requirements
Please refer to Senior Planner