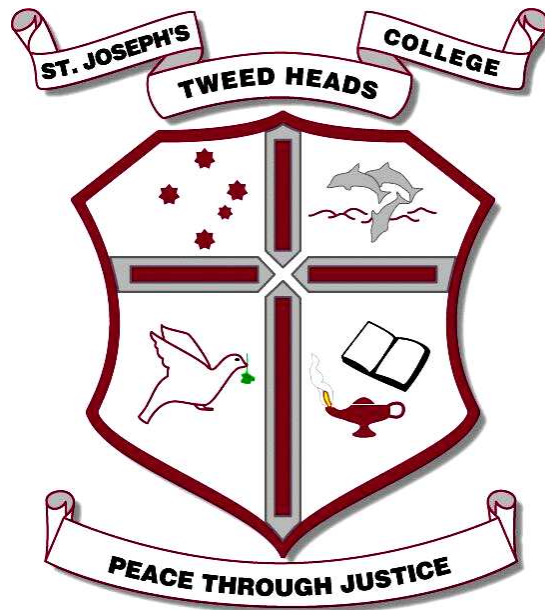


St Joseph's College

Tweed Heads



***HIGHER SCHOOL CERTIFICATE
COURSE***

ASSESSMENT HANDBOOK

2010

Table of Contents

	PAGE
<i>Preamble</i>	3
Assessment of Student Achievement	
<i>Introduction</i>	4
<i>Assessment and Achievement</i>	4
<i>Senior Assessment Policy</i>	4
Assessment Procedures Preliminary and HSC	
<i>Introduction</i>	5
<i>Assessment Programme</i>	5
<i>Satisfactory Completion of Course</i>	6
<i>Schedule of Tasks</i>	6
<i>Submission of Tasks</i>	7
<i>Computer Presentation of Tasks</i>	7
<i>Assessment Review Committee</i>	7
<i>Application for Extension</i>	8
<i>Lateness</i>	8
<i>Procedures for Absences</i>	8
<i>Non-authentic Work</i>	9
<i>Invalid Assessment Tasks</i>	9
<i>Reporting of Marks</i>	9
<i>Appeals</i>	10
<i>Transfers</i>	10
<i>Satisfactory Completion of Courses</i>	10
<i>Attendance</i>	11
<i>Some Common Questions</i>	11
<i>School Review of Final HSC Assessment</i>	14
<i>Scheduled Assessment Task Variation Form</i>	17
Course Assessment Schedules	
<i>Schedules ~ alphabetically by subject</i>	18-48
<i>Glossary of Terms</i>	49

PREAMBLE

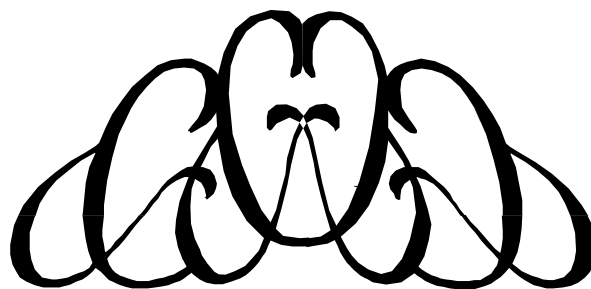
The information in this booklet is designed to give parents, students and staff an understanding of the Higher School Certificate Assessment procedures and information with regard to timing of assessments for each course.

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 N.S.W. 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, 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

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.

The overall Preliminary Course Assessment Program will be used to determine the eligibility for a Record of Achievement for the Preliminary Course.

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.

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 the Board of Studies, 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 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 and no assessment mark is required by the Board of Studies.

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 prior to tasks 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.

Students are warned that no compensation will be made for factors such as extended illness, misadventure or domestic problems that may affect 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 posted into the Assessment Task Box which is located in student reception.** All assessments which are posted into the box **must have a completed Assessment Cover Sheet attached to the task.** These are available from Student Reception, with spares 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.

Hand up assessment tasks which are too big or bulky to be posted 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 in to the office staff by students. Faxed assessment tasks will not be accepted. Parents/carers who deliver a task to the office will receive a signed receipt to verify submission.

All assessment tasks are to be **hard copy** unless otherwise stated.

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.

COMPUTERS AND PRESENTATION OF TASKS

All assessment tasks are to be **hard copy** unless otherwise stated on the assessment notification. **Computer breakdown or printer failure is not a valid reason for submitting nothing 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) **Post 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 up 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 8 weeks to complete a research task, the evidence submitted would need to be substantial.

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 re 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 item, in writing, prior to the due date using the 'Scheduled Assessment Task Variation' form. This form is 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.

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. Students who are granted an extension for hand up assessments must post the assessment item in the Assessment Task Box prior to Period 1 on or before the granted extension date.

LATENESS

If a student is to hand up 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 (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 up and the student is absent on the due date, the student is required to arrange for a family member to submit the task by posting 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) a parent/carer must:
 - i. **Notify the College before the commencement of Period 1 on the morning of the absence.** When telephoning the College to notify an absence from an assessment task, please ask that this information is passed onto the appropriate Course Teacher, KLA Coordinator or Curriculum Coordinator.
 - ii. **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 foreseeable (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)*

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.**

Any other student who is determined to have assisted with the cheating/copying would 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 being an invalid instrument or has 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 receiving the task back (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.

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 the Course Teacher to review the mark within one week of receiving the assessment task back. If a student still disagrees with the course Teacher's decision then the student must ask the KLA Coordinator to review the situation within one week of receiving the assessment task back. In the event that the student remains dissatisfied a formal 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 whether on 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 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 a 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).

“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 post 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, if this is possible.

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.

SCHOOL REVIEW OF FINAL HSC ASSESSMENT

HSC Assessment Review Committee

The committee will comprise:

- the Principal
- the Coordinator of the KLA faculty in which the appeal is made
- one member of staff at the discretion of the Principal
- one member of staff at the discretion of the student requesting the review.

It is the function of this committee to resolve student appeals after the Higher School Certificate.

A student may request from the College, after the last HSC examination, details of his/her Assessment Order of Merit in each externally examined course for which they are a candidate.

A student may appeal to the Assessment Review Committee and may seek a review of his/her Assessments if his/her position in the school's Order of Merit differs significantly from expectations that they have gained from feedback on their performance on Assessment tasks throughout the course.

The student may make the appeal in the two week period following the final HSC examination.

It is important to note that Assessment Reviews will relate only to the student's position in the College's Order of Merit. A student is not entitled to seek a review of teachers' judgements of the worth of individual performance on Assessment Tasks.

In conducting the review the committee will ascertain that:

- *the weightings specified by the College in its Assessment Programme conform with the Board's requirements as detailed in the Subject Guides;*
- *the procedures used by the school for determining the final Assessment mark conform with its stated Assessment Programme. In particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment Programme;*
- *there be no computational or other clerical errors in the determination of the Assessed mark.*

Alterations to the student's Assessment will only be made where one or more of the above conditions have not been met. If the College is satisfied that all the conditions have been met no alterations will be made.

The student will be informed of the procedures and the final result of the review. The College will provide the Board of Studies with a schedule of students whose Assessments have been reviewed and the outcome of those reviews.

St. Joseph's College

REVIEW OF FINAL HSC ASSESSMENT

PRINCIPAL'S REPORT:

STUDENT'S NAME:

STUDENT NUMBER:

1) Did the review panel consider that:

The weightings specified by the College in its Assessment Programme conform with the Board's requirements as detailed in the Subject Guides?	YES
	NO

2) Did the panel consider that:

The procedures used by the High School for determining the final Assessment mark conform with its stated Assessment Programme, and in particular, that the weightings used for the various Assessment Tasks are consistent with those specified in the Assessment Programme?	YES
	NO

3) Did the panel consider that:

There are no computational or other clerical errors in the determination of the Assessment mark?	YES
	NO

4) How many members of the review panel:

a) were directly involved with the course, including the preparation of the Assessments? _____

b) were not directly involved? _____

5) What information was given to candidates regarding the Assessment Programme for this subject?

- 6) What information was given to this candidate regarding his/her performance of Assessment Tasks for this course?

- 7) What written and/or verbal information was given to the candidate regarding College review process?

- 8) What written and/or verbal information was given to the candidate regarding outcome of the College review?

- 9) Principal's comment:

Principal's Signature

Date

Copy of Student Appeal for Review attached.

To be forwarded to the Board for each Review carried out.

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 will be representing the College at an approved College event.
 - e. I have extenuating circumstances not covered by the above reasons
 - f. I do not have a valid or substantiated reason
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: _____



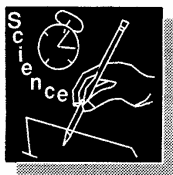
Ancient History

2 Unit

<i>Syllabus Assessment Component</i>		<i>Weight %</i>
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
<i>Total</i>		<i>100</i>

Ancient History Assessment Programme Year 12 2010

Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 4 2009	Week 6, Term 1	Weeks 1 & 2, Term 2	Week 5, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Cities of Vesuvius Source-based questions	New Kingdom Society: Source Analysis	Half Yearly Exam	Historical Period Challenge-based Research Task	Trial HSC Exam	
1		5		10	5	20	40
2		5	10			5	20
3					20		20
4		5	10		5		20
TOTAL		15	20	10	30	25	100



Biology

2 Unit

HSC Topics – Teaching Sequence 2010

1. Search for Better Health
2. Maintaining a Balance
3. Blueprint for Life
4. Option

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.
- No more than 50% weighting may be allocated to examinations and topic tests.
- Assessment of knowledge, understanding and skills developed through conducting first-hand investigations individually and in teams, should be incorporated into the Core and Option as appropriate.

Assessment Programme Year 12, 2010						
Task	Timing	Topics	Weightings			Task Value %
			K/U	S/PC	S/PS	
Research/Communication Task 1	Week 6, Term 4 2009	1	5	5	5	15
Practical Process Task 2	Week 6, Term 1	2		10	5	15
Half Yearly Examination Task 3	Weeks 1 & 2, Term 2	1, 2 & 3	15	5	5	25
Practical Process Task 4	Week 9, Term 2	4	5	5	10	20
Trial Examination Task 5	Weeks 3 & 4, Term 3	1-4	15	5	5	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

St Joseph's College



Human Society and Its
Environment
Key Learning Area

Stage 6 ~ HSC Course
Assessment Programme 2010

Business Studies 2 Unit

<i>Syllabus Assessment Component</i>		<i>Weight %</i>
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
<i>Total</i>		<i>100</i>

<i>Assessment Programme Year 12, 2010</i>						
<i>Task</i>	<i>Timing</i>	<i>Components</i>				<i>Task Value %</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	
Stimulus Based Skills Activity	Week 8, Term 4 2009		10			10
Extended Response	Week 8, Term 1	10		5	5	20
Mid Course Examination	Weeks 1 & 2, Term 2	10	5		5	20
Case Study/Research	Week 8, Term 2	5		15		20
Trial HSC Examination	Weeks 3 & 4, Term 3	15	5		10	30
<i>Component Total</i>		40	20	20	20	100

St Joseph's College



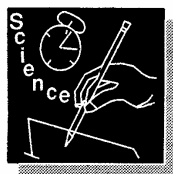
Religious Education
Key Learning Area

*Stage 6 ~ HSC Course
Assessment Programme 2010*

Catholic Studies

<i>Content Strand</i>		<i>Weight %</i>
1.	Scripture and Jesus (Christology)	30
2.	God, Religion and Life (World Religions)	30
3.	Morality and Justice (Moral Issues)	40
<i>Total</i>		<i>100</i>

<i>Assessment Programme Year 12, 2010</i>					
<i>Task</i>	<i>Timing</i>	<i>Course Strands</i>			<i>Task Value %</i>
		<i>1</i>	<i>2</i>	<i>3</i>	
Speaking / Listening	Weeks 4-8, Term 4 2009	30			30
Research	Week 8, Term 1		30		30
End of Course Examination	Weeks 3 & 4, Term 3			40	40
<i>Course Strands</i>		30	30	40	100



Chemistry

2 Unit

HSC Topics – Teaching Sequence 2010

1. Identification and Production of Materials
2. The Acidic Environment
3. Chemical Monitoring and Management
4. To Be Confirmed

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.
- No more than 50% weighting may be allocated to examinations and topic tests.
- Assessment of knowledge, understanding and skills developed through conducting first-hand investigations individually and in teams, will be incorporated into the Core and Option as appropriate.

<i>Assessment Programme Year 12, 2010</i>						
Task	Timing	Topics	Weightings			Task Value %
			K/U	S/PC	S/PS	
Practical / Process Task 1	Week 8, Term 4 2009	1 & 2	3	7	5	15
Half Yearly Examination	Weeks 1 & 2, Term 2	1 & 2	10	3	5	18
Practical / Process Task 2	Week 5, Term 2	3	4	10	6	20
Research / Communication Task (ongoing)	Week 1, Term 3	4	8	7	6	21
End of Course Examination	Weeks 3 & 4, Term 3	1-4	15	3	8	26
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

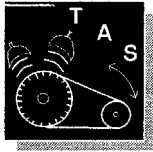


**Community &
Family Studies
2 Unit**

<i>Component</i>		<i>Weighting</i>
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
<i>Total</i>		<i>100</i>

Community & Family Studies Assessment Programme Year 12 2010

Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 4 2009	Weeks 1 & 2, Term 2	Week 6, Term 2	Week 1, Term 3	Weeks 3 & 4, Term 3	
	Type of Task	IRP	Half Yearly Exams	Parenting and Caring	Option	Trial HSC Exam	
	Topics	Core 1	Core 1 & 2	Core 3	Option	All	
1			5	10	10	15	40
2			5	5	10	5	25
3		20	5	5		5	35
Outcomes		H4.1, H4.2	H2.2, H2.3, H3.1, H4.1, H5.1, H6.2	H2.1, H3.2, H3.4, H5.1, H5.2, H6.1	H2.2, H2.3, H3.4, H5.2, H6.1	H1.1 - H6.2	
TOTAL		20	15	20	20	25	100



DESIGN & TECHNOLOGY
2 Unit

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Case Study	Project Proposal and Management	Mid Year Exam	Peer Assessment	Trial HSC
Innovation and emerging technology	40	10		10		20
Designing and producing	60		20		40	
Course outcomes		H1.1, H1.2, H2.1, H2.2, H2.6	H1.1, H2.1, H2.2, H2.6, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.3, H6.1, H6.2	H1.1, H2.1, H2.2, H2.6, H4.3, H5.2, H6.1, H6.2	H1.1, H2.1, H2.2, H3.1, H4.1, H4.3, H6.1, H6.2
Marks	100	10	20	10	40	20
Timing		Week 7, Term 4 2009	Week 8, Term 4 2009	TBA	Week 2, Term 3	TBA



Drama

2 Unit

Content

1. Australian Drama and Theatre (Core Component)
2. Studies in Drama and Theatre
3. Development of Group Performance (Core Component)
4. Development of Individual Project

Syllabus Assessment Component

Weight %

1. Making	40
2. Performing	30
3. Critically Studying	30
Total	100

Assessment Programme Year 12, 2010

Task	Outcomes	Timing	Components			Task Value %
			1	2	3	
Australian Drama and Theatre Core Study	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	Week 8, Term 4 2009	5		10	15
Individual Project	H1.3, H1.5, H1.7	Week 9, Term 1	10			10
Group Performance	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	Week 9, Term 2	15	10		25
Group Performance	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3	Week 1, Term 3	5	10		15
Individual Performance	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	Week 1, Term 3	5	10		15
Trial HSC	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3	Week 3, Term 3			20	20
Component Total			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:

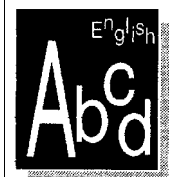
- an *assessment mark* submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- an *examination mark* derived from the HSC external examinations.

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 Advanced

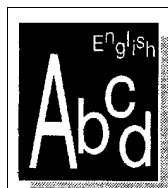
2 Unit

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

<i>Syllabus Assessment Component</i>	<i>Weight %</i>
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
<i>Modes To Be Assessed Across Components</i>	<i>Weight %</i>
Listening	15
Speaking	15
Reading	25
Writing	30
Viewing/Representing	15
Total	100

Assessment Programme Year 12, 2010

<i>Task/Modes</i>	<i>Timing</i>	<i>Outcomes</i>	<i>Components</i>				<i>Task Value %</i>
			1 Area of Study	2 Module A	3 Module B	4 Module C	
Reading (non exam)	Week 8, Term 4 2009	2A, 4, 6			15		15
Viewing/Representing (non exam)	Week 8, Term 1	1, 2, 4, 5, 7, 8, 9, 10, 11	15				15
Reading Writing Half Yearly (non exam)	Weeks 1 & 2, Term 2	4, 5, 6, 7 1, 2, 3, 4, 7, 8, 11	5 5				10
Listening (non exam)	Week 7, Term 2	2, 2A, 4, 6, 9		15			15
Speaking (non exam)	Week 10, Term 2	10, 12, 12A, 13				15	15
Trial Examination Reading Writing Writing	Weeks 3 & 4, Term 3		5 5 5	5	5	5	30
Total			40	20	20	20	100



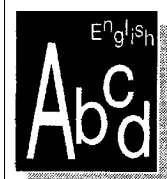
English Standard

2 Unit

Course requirements: 70% NON EXAMINATION
30% EXAMINATION TASKS

Syllabus Assessment Component	Weight %
1 Area of Study	40
2 Module A – Experience Through Language – Distinctively Visual	20
3 Module B – Close Study of Text – Poetry	20
4 Module C – Texts and Society – Into the World	20
Total	100
Modes To Be Assessed Across Components	Weight %
Listening	15
Speaking	15
Reading	25
Writing	30
Viewing/Representing	15
Total	100

Assessment Programme Year 12, 2010							
Task/Modes	Timing	Outcomes	Components				Task Value %
			1 Area of Study	2 Module A	3 Module B	4 Module C	
Reading (non exam)	Week 8, Term 4 2009	4, 6			15		15
Viewing / Representing (non exam)	Week 8, Term 1	1, 2, 4, 5, 7, 8, 9, 10, 11	15				15
Reading Writing Half Yearly (non exam)	Weeks 1 & 2, Term 2	4, 5, 6, 7 1, 2, 3, 4, 7, 8, 11	5 5				10
Listening (non exam)	Week 7, Term 2	2, 7		15			15
Speaking (non exam)	Week 10, Term 2	2, 5, 8, 9, 10, 12, 13				15	15
Trial Examination Reading Writing Writing	Weeks 3 & 4, Term 3		5 5 5	5	5	5	30
Total			40	20	20	20	100



English Extension 1

1 Unit

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

<i>Syllabus Assessment Component</i>	<i>Weight</i>
1 Module: Navigating the Global	100
<i>Total</i>	100
<i>Modes To Be Assessed Across Components</i>	<i>Weight</i>
Speaking / Listening	20
Reading / Writing	60
Viewing / Representing	20
<i>Total</i>	100

<i>Assessment Programme Year 12, 2010</i>			
<i>Task/Modes</i>	<i>Timing</i>	<i>Outcomes</i>	<i>Task Value</i>
Speaking Listening (non exam)	Week 8, Term 1	2, 4	10 10
Half Yearly (non exam) Reading Writing	Weeks 1 & 2, Term 2	1, 3	15 15
Viewing/Representing (non exam)	Week 9, Term 2	2, 4	20
End of Course Examination Reading Writing	Weeks 3 & 4, Term 3	1, 3	15 15
<i>Task Value Total</i>			100

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

St Joseph's College



Personal Development, Health
and Physical Education
Key Learning Area

*Stage 6 - HSC Course
Assessment Programme 2010*

Exploring Early Childhood 2 Unit

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

<i>Assessment Programme Year 12, 2010</i>				
<i>Task</i>	<i>Timing</i>	<i>Components</i>		<i>Task Value %</i>
		<i>1</i>	<i>2</i>	
Option 4	Week 8, Term 4 2009	10	15	25
Option 5	Week 7, Term 1	10	10	20
Option 6	Week 5, Term 2	10	10	20
Option 7	Week 1, Term 3	10	15	25
End of Course Examination	Weeks 3 & 4, Term 3	10		10
<i>Component Total</i>		<i>50</i>	<i>50</i>	<i>100</i>

St Joseph's College



Creative and Performing Arts
Key Learning Area

Stage 6 ~ HSC Course
Assessment Programme 2010

French Beginners 2 Unit

<i>Syllabus Assessment Component</i>		Weight %
1.	Listening and Responding	30
2.	Reading and Responding	30
3.	Writing	20
4.	Speaking	20
<i>Total</i>		100

<i>Assessment Programme Year 12, 2010</i>					
<i>Task</i>	<i>Timing</i>	<i>Outcomes</i>	<i>Components</i>		<i>Task Value %</i>
			<i>1</i>	<i>2</i>	
Conversation	Week 8, Term 4 2009	1.1, 1.2, 1.3, 1.4			10
Half Yearly Examination	Week 5, Term 1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4			40
Conversation	Week 6, Term 2	1.1, 1.2, 1.3, 1.4			10
Trial HSC Examination	Weeks 3 & 4, Term 3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4			40
<i>Component Total</i>			50%	50%	100



French Continuers

2 Unit

<i>Syllabus Assessment Component</i>		Weight %
1.	Listening and Responding	25
2.	Reading and Responding	40
3.	Writing	20
4.	Oral/Speaking	20
<i>Total</i>		<i>100</i>

<i>Assessment Programme Year 12, 2010</i>					
<i>Task</i>	<i>Timing</i>	<i>Outcomes</i>	<i>Components</i>		<i>Task Value %</i>
			<i>1</i>	<i>2</i>	
Conversation	Week 8, Term 4 2009	H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3			10
Half Yearly Examination	Week 5, Term 1	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H4.3			40
Conversation	Week 6, Term 2	H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3			10
Trial HSC Examination	Weeks 3 & 4, Term 3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H4.3			40
<i>Component Total</i>			<i>50%</i>	<i>50%</i>	<i>100</i>



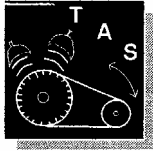
NSW Vocational
Education & Training
Accreditation Board



NATIONALLY RECOGNISED
TRAINING

***Hospitality ~
Commercial Cookery
(VET)
2 Unit***

<i>Task</i>	<i>Timing</i>	<i>Module & Element of Competency</i>
Theory	Week 9, Term 4 2009	Submit: Folio – Methods of Cooking
Practical Exam	Week 6, Term 1	SITHCCC005A – Use basic methods of cookery
Folio	Week 7, Term 1	SITHCCC005A – Use basic methods of cookery
Half Yearly Examination	Weeks 1 & 2, Term 2	SITHCCC003A – Receive and store kitchen supplies SITHCCC005A – Use basic methods of cookery THHCOR02B – Work in a socially diverse environment SITXCOM002A – Work in a socially diverse environment SITXOHS002A – Follow workplace hygiene procedures SITXOHS001A – Follow health, safety and security procedures SITXENV001A – Participate in environmentally sustainable work practices
Practical Test (catering event)	Weeks 6-7, Term 3	All practical modules
Trial HSC Examination	Weeks 3 & 4, Term 3	ALL MODULES



INDUSTRIAL TECHNOLOGY
(Timber Products & Furniture Technologies) 2 Unit

TASK	Outcomes being Assessed	Timing	Industry Study	Design, Management & Communication	Production	Industry Related Manufacturing Technology	Total Task Value %
TASK 1 Major Design Project Project Development Designing & Planning	H1.1, H1.2	Week 8, Term 4 2009	5	5	5	5	20
TASK 2 Half-Yearly Examination	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	Week 10, Term 1	5	5		5	15
TASK 3 Major Project Project Construction Peer Assessment	H2.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2	Week 6, Term 3		10	30	5	45
TASK 4 Trial Higher School Certificate	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	Weeks 3 & 4, Term 3	5	5		10	20
Component TOTAL			15	25	35	25	100

St Joseph's College



Human Society and Its
Environment
Key Learning Area

Stage 6 ~ HSC Course
Assessment Programme 2010

Legal Studies 2 Unit

<i>Syllabus Assessment Component</i>	<i>Weight %</i>
1. Law & Society (L&S)	25
2. Crime (C)	25
3. Focus Studies (FS)	50
<i>Total</i>	<i>100</i>

MADE UP OF:

<i>Task</i>	<i>Weight %</i>
• Examinations / Assessment Tests	50
• Research	40
• Oral Presentation	10
<i>Total</i>	<i>100</i>

Assessment Programme Year 12, 2010

<i>Task</i>	<i>Timing</i>	<i>Components</i>			<i>Task Value %</i>
		<i>1 (L&S)</i>	<i>2 (C)</i>	<i>3 (FS)</i>	
Oral Presentation	Week 9, Term 4 2009	10			10
Research Assignment	Week 7, Term 1		10		10
Mid Course Examination	Week 1 & 2, Term 2	10	10		20
Focus Study – Research 1	Week 6, Term 2			15	15
Focus Study – Research 2	Week 1, Term 3			15	15
Trial Examination	Weeks 3 & 4, Term 3	5	5	20	30
<i>Component Total</i>		<i>25</i>	<i>25</i>	<i>50</i>	<i>100</i>

KEY LEARNING AREA ~ MATHEMATICS

MATHEMATICS GENERAL, MATHEMATICS, MATHEMATICS EXTENSION 1 & 2

The Higher School Certificate in Mathematics is broken into two courses.

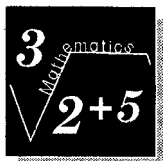
1. Preliminary Course: Terms I, II, III of Year 11.
2. HSC Course: Commences Term IV of Year 11, Year 12.

Types of Assessment Tasks which may be used: ALL COURSES

Knowledge & Skills: This component may be assessed via formal examinations such as the Half Yearly and Preliminary Course Final Exam, Topic tests and the Trial HSC. The knowledge and skills component comprises questions on the syllabus.

Applications: This component may be assessed via

- i) Assignments, open book exams and practicals (where content lends itself).
- ii) Parts of the formal examinations as described in Component A, but comprising non-standard and/or unfamiliar questions that require intuition. Other ways of testing this component may include:-
 - iii) Present a solution with an error.
 - iv) Present a solution. Students determine a question.
 - v) Present more than one solution. Students determine the most efficient solution.
- vi) Communication of the solution and the interpretation of the results.
 - ii) Reasoning in construction of solutions which are logically sound and complete or which detail the limitations which a solution entails.
 - iii) Ample time tests.



General Mathematics

2 Unit

The course Aims and Objectives are divided into two groups and the assessment mark for the HSC will reflect these Aims and Objectives in the following way.

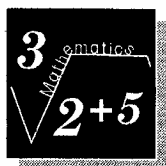
	<i>Assessment Component</i>	<i>Weight</i>
Group 1	Development of knowledge and skills	40%
Group 2	Application of mathematics in problem solving	60%

The HSC Course content contains the following topics:

- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

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

<i>Task</i>	<i>Timing</i>	<i>Components</i>		<i>Task Value %</i>
		1	2	
Course Test 1 (2 periods)	Week 9, Term 4 2009	6	9	15
Half Yearly Examination	Weeks 1 & 2, Term 2	10	15	25
Course Test 4 (2 periods)	Week 9, Term 2	8	12	20
Trial HSC Examination	Weeks 3 & 4, Term 3	16	24	40
<i>Component Total</i>		40	60	100



Mathematics

2 Unit

The course Aims and Objectives are divided into two groups and the assessment mark for the HSC will reflect these Aims and Objectives as follows.

	<i>Assessment Component</i>	<i>Weight</i>
Group 1	Development of knowledge and skills	80%
Group 2	Application of mathematics in problem solving	20%

The HSC Course content contains the following topics:

Co-ordinate methods in Geometry

Applications of Geometrical properties

Geometrical applications of Differentiation

Integration

Trigonometric functions

Logarithmic and exponential functions

Applications of calculus to the physical world

Probability

Series and applications

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.

<i>Task</i>	<i>Timing</i>	<i>Components</i>		<i>Task Value</i> %
		1	2	
Course Test 1 (2 periods)	Week 9, Term 4 2009	12	3	15
Half Yearly Examination	Weeks 1 & 2, Term 2	20	5	25
Course Test 4 (2 periods)	Week 9, Term 2	16	4	20
Trial HSC Examination	Weeks 3 & 4, Term 3	32	8	40
<i>Component Total</i>		80	20	100



Mathematics Extension 1

1 Unit

The course Aims and Objectives are divided into two groups and the assessment mark for the HSC will reflect these Aims and Objectives as follows. The Extension 1 Course also contains the entire Mathematics course.

	<i>Assessment Component</i>	<i>Weight</i>
Group 1	Development of knowledge and skills	70%
Group 2	Application of mathematics in problem solving	30%

The HSC Course content contains the following topics:

Methods of integration

Primitive of $\sin^2 x$ and $\cos^2 x$

Equation $\frac{dN}{dt} = k(N - P)$

Velocity and acceleration as a function of x

Projectile motion

Simple harmonic motion

Inverse functions and inverse trigonometric functions

Binomial theorem

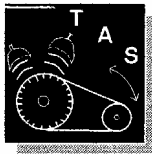
Iterative methods of numerical estimation

Harder applications of HSC Mathematics topics

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

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

<i>Task</i>	<i>Timing</i>	<i>Components</i>		<i>Task Value</i> %
		1	2	
Course Test 1 (2 periods)	Week 9, Term 4 2009	10.5	4.5	15
Half Yearly Examination	Weeks 1 & 2, Term 2	17.5	7.5	25
Course Test 4 (2 periods)	Week 10, Term 2	14	6	20
Trial HSC Examination	Weeks 3 & 4, Term 3	28	12	40
Component Total		70	30	100



Music Course 1
2 Unit

<i>Syllabus Assessment Component</i>	<i>Weight %</i>
Component 1: Performance Core	10
Component 2: Composition Core	10
Component 3: Musicology Core	10
Component 4: Aural Core	25
Elective 1	15
Elective 2	15
Elective 3	15
<i>Total</i>	<i>100</i>

<i>Assessment Programme Year 12, 2010</i>			
<i>Task</i>	<i>Timing</i>	<i>Components</i>	<i>Task Value %</i>
Elective 1	Week 9, Term 4 2009	1, 2 or 3	15
Musicology	Week 6, Term 1	3	10
Elective 2	Week 10, Term 1	1, 2, or 3	15
Half Yearly (Aural)	Weeks 1 & 2, Term 2	4	10
Composition	Week 6, Term 2	2	10
Elective 3	Week 9, Term 2	1, 2 or 3	15
Trial HSC : Aural	Weeks 3 & 4, Term 3	4	15
: Core Performance		1	10
<i>Component Total</i>			<i>100</i>

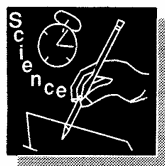


PD / H / PE
2 Unit

<i>Syllabus Assessment Component</i>		<i>Weight %</i>
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
<i>Total</i>		<i>100</i>

Personal Development, Health and Physical Education (PD/H/PE)
Assessment Programme Year 12 2010

Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 4 2009		Weeks 1 & 2, Term 2	Week 1, Term 3	Weeks 3 & 4, Term 3	
	Type of Task	Written Response	Movement Analysis	Half Yearly Exams	Written Response	Trial HSC Exam	
	Topics	Core 1	Core 2	Core 1 & 2	Options 1 & 3	All	
1		10	5	5	10	10	40
2			10		10	10	30
3		10	5	5		10	30
Outcomes		H2, H5, H16	H7, H8, H10	H1-H11	H2, H6, H8, H13, H14, H16, H17	H1-H11, H13-H17	
TOTAL		20	20	10	20	30	100



Physics

2 Unit

HSC Topics – Teaching Sequence 2010

1. Space
2. Motor and Generators
3. From Ideas to Implementation
4. Option – Medical Physics

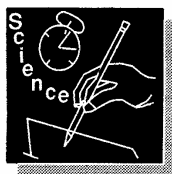
Syllabus Assessment Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics. • 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.
- No more than 50% weighting may be allocated to examinations and topic tests.
- Assessment of knowledge, understanding and skills developed through conducting first-hand investigations individually and in teams, will be incorporated into the Core and Option as appropriate.

Assessment Programme Year 12, 2010						
Task	Timing	Topics	Weightings			Task Value %
			K/U	S/PC	S/PS	
Practical / Process Task 1	Week 8, Term 4 2009	1	2	8	5	15
Half Yearly Examination	Weeks 1 & 2, Term 2	1 & 2	11	3	6	20
Practical / Process Task 2	Week 7, Term 2	2 & 3	2	10	3	15
Research / Communication Task	Week 1, Term 3	3	12	6	7	25
End of Course Examination	Weeks 3 & 4, Term 3	1-4	13	3	9	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

HSC Topics – Teaching Sequence 2010

1. Lifestyle Chemistry
2. Information Systems
3. Medical Technology – Bionics
4. Option – Disasters

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.
- No more than 50% weighting may be allocated to examinations and topic tests.
- Assessment of knowledge, understanding and skills developed through conducting first-hand investigations individually and in teams, will be incorporated into the Core and Option as appropriate.

<i>Assessment Programme Year 12, 2010</i>						
Task	Timing	Topics	Weightings			Task Value %
			K/U	S/PC	S/PS	
Practical Process Task	Week 8, Term 4 2009	1	5	5	5	15
Half Yearly Examination	Weeks 1 & 2, Term 2	1 & 2	10	5	5	20
Practical Process Task	Week 6, Term 1	3	5	10	5	20
Research / Communication	Week 9, Term 2	4	5	7	7	20
End of Course Examination	Weeks 3 & 4, Term 3	All	15	5	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

St Joseph's College



Personal Development, Health
and Physical Education
Key Learning Area

Stage 6 ~ HSC Course
Assessment Programme 2010

Sport, Lifestyle & Recreation 2 Unit

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

<i>Assessment Programme Year 12, 2010</i>				
<i>Task</i>	<i>Timing</i>	<i>Components</i>		<i>Task Value %</i>
		<i>1</i>	<i>2</i>	
Aquatics	Week 8, Term 4 2009	10	10	20
Outdoor Education	Week 5, Term 1	10	15	25
Games and Sport Applications	Week 6, Term 2		25	25
End of Course Examination	Weeks 3 & 4, Term 3	30		30
<i>Component Total</i>		<i>50%</i>	<i>50%</i>	<i>100</i>



Studies of Religion

1 Unit

<i>Component</i>		<i>Weighting</i>
1.	Knowledge and understanding of course content.	20
2.	Source-based skill	10
3.	Investigation and research	10
4.	Communication of information, ideas and issues in appropriate forms.	10
<i>Total</i>		<i>50</i>

HSC Studies of Religion Assessment Programme 2010 – 1 Unit

Component being assessed		Task 1	Task 2	Task 3	Task 4	Total %
	Date of Task	Week 8, Term 4 2009	Weeks 1 & 2, Term 2	Week 10, Term 2	Weeks 3 & 4, Term 3	
	Type of Task	Viva Voca (Religion and belief system in Australia)	Half Yearly Exams (Religion and belief system in Australia, Religious Tradition Depth Study)	Research (Religious Tradition Depth Study)	Trial HSC Exam (Religion and belief system in Australia, Religious Tradition Depth Studies)	
1		5	5	5	5	20
2			5		5	10
3				10		10
4		4	3		3	10
Outcomes		H1, H2, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
TOTAL		9	13	15	13	50



Studies of Religion

2 Unit

<i>Component</i>	<i>Weighting</i>
1. Knowledge and understanding of course content.	40
2. Source-based skill	20
3. Investigation and research	20
4. Communication of information, ideas and issues in appropriate forms.	20
<i>Total</i>	<i>100</i>

HSC Studies of Religion Assessment Programme 2010 – 2Unit

Component being assessed		Task 1	Task 2	Task 3	Task 4	Task 5	Total %
	Date of Task	Week 8, Term 4 2009	Week 6, Term 1	Weeks 1 & 2, Term 2	Week 9, Term 2	Weeks 3 & 4, Term 3	
Type of Task		Oral/ Viva Voca (Religion and belief system in Australia post-1945)	Research (Research and report about one Religious Tradition Depth Study)	Half Yearly Exams	Knowledge Task (In-class extended response: Religion and Peace)	Trial HSC Exam (Religion and belief system in Australia, Religious Tradition Depth Studies)	
1				5	15	20	40
2				10		10	20
3		10	10				20
4		5	5		5	5	20
Outcomes		H1, H2, H6, H7, H8, H9	H1, H2, H4, H5, 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	
TOTAL		15	15	15	20	35	100



Visual Arts

2 Unit

<i>Syllabus Assessment Component</i>	<i>Weight %</i>
1 Practical: H1, H2, H3, H4, H5, H6	50
2. Theory: H7, H8, H9, H10	50
<i>Total</i>	<i>100</i>

<i>Assessment Programme Year 12, 2010</i>					
<i>Task</i>	<i>Timing</i>	<i>Assessment Components</i>	<i>Task Value %</i>		<i>Weighting %</i>
			<i>Artmaking</i>	<i>Art Criticism & History</i>	
Development of Body of Work (VAPD)	Week 8, Term 4 2009	H1, H2, H3, H4	10		10
Case Study Essay	Week 7, Term 1	H7, H8, H9		20	20
Development of Body of Work (VAPD and works under development)	Week 6, Term 2	H1, H2, H3, H4, H5	15		15
Development of Body of Work (Works under development)	Week 2, Term 3	H7, H8, H9, H10	25		25
Trial Examination	Weeks 3 & 4, Term 3	H7, H8, H9, H10		30	30
<i>Component Total</i>			50	50	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.

COMPONENT	WEIGHTING	TASKS
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.

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