



St Joseph's College

Higher School Certificate Assessment Handbook

Year 12 2012

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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' 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.

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 NSW Board of Studies 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 School Certificate and the Higher School Certificate. This Policy and Procedures document establishes the structure within which we must operate.

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

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

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 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 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 and 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

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

The subject assessment requirements provide information relative to:

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

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

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

NOTIFICATION OF TASKS

1. Prior to the scheduled date of the assessment task, and **at least two weeks prior to the task**, specific details of the assessment task will be posted on the College website. Students who are unable to access the College website may request a hard copy of the task from their teacher.
 2. The Assessment Task Notification will include:
 - 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
 - Task Rubric (optional)
 - 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 either ask students to sign a class roll, or will mark a class roll, to record that students were present when told that assessment details have been posted on the College website.**
 4. Teaching and learning will not be specifically directed towards the task. However, teaching and learning will incorporate the outcomes of the proposed assessment.
 5. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task.
 6. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria to ensure consistency of judgement and awarding of marks takes place.
-

FEEDBACK FROM TASKS

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

- Providing marks which have meaning by linking marks to specific criteria.
 - 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 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).

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

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

The assessment is to measure the student's **actual performance** in the course, not their potential performance.

(ACE Manual ref: 11.13.3)

☐ SUBMISSION OF TASKS

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

Assessment tasks which are to be handed up must be submitted by the commencement of Period 1 on the due date (or by the commencement of Period 1 on an earlier date if desired.) **These tasks are to be placed in the Assessment Task Box which is located in 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.

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

Tasks are not to be handed to the office 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.

ASSESSMENT REVIEW COMMITTEE

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

APPLICATION FOR EXTENSION

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

Extensions of time will be given ONLY 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 late stamped and signed by the student. An **Assessment Variation Form** with appropriate documentation signed by the Parent/Carer must be submitted to the KLA Coordinator the next school day 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

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, KLA Coordinator, Year Coordinator or Curriculum Coordinator before the commencement of Period 1 on the morning of the absence. If this notification of absence is via phone to the College Office, the student or parent/carer should tell the Office Staff about the assessment task(s) that has been missed so that this information can be passed on to the appropriate teaching staff.

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

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

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

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

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

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: 11.13.9.2)*

In all other cases where a student fails to complete an assessment task, a score of zero will be recorded. In such a situation, parents and students will be notified in writing as soon as practical after the task. *(ACE Manual Ref: 11.13.9.2)*

❑ COMPUTER PRESENTATION OF TASKS

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

- 1) Place in the assessment box before the commencement of Period 1 **some evidence** that the task had been commenced eg. handwritten notes, part printouts, 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 KLA Coordinator.
-

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.

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

REPORTING OF MARKS

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

After each Assessment task is returned, students will have access to their rank and mark for that task and may request a review of that mark **within one week** of the return of the task (see also Appeals). Students who receive a zero mark, and parents of students, who receive a zero mark, will be informed in writing.

Each department will maintain progressive ranking of students in each course. Semester 1 and Semester 2 reports will include an examination mark and rank as well as a cumulative assessment rank for each course.

☐ APPEALS

1. **Final HSC Assessment:** Students may seek a review of their assessment after their last HSC examination if their position differs significantly from expectations they have had from feedback on their performance in individual assessment tasks throughout the course.
2. **Individual Assessments:** *If a student disagrees with a mark allocated for an assessment task, then the student must ask, in writing, for the Course Teacher to review the mark **within one week** of receiving the return of the assessment task. If a student still disagrees with the course Teacher's decision then the student must ask, in writing, for the KLA Coordinator to review the situation within one week of the assessment task.*

*In the event that the student remains dissatisfied an appeal may be lodged in writing to the Curriculum Coordinator. This appeal will be heard by a committee consisting of the Principal, the Curriculum Coordinator and KLA Coordinator of the faculty in which the appeal is made. **The Appeal Committee will focus on whether the school's procedures for assessment have been followed.** In a formal appeal students are not entitled to seek a review of teacher's judgements of the worth of individual performance on an assessment task. This means marks or grades awarded will not be subject to review as part of the formal appeal process.*

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

☐ TRANSFERS

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

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

☐ SATISFACTORY COMPLETION OF COURSES

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

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

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

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

Candidates attempting ten or more units who do not study a course satisfactorily, will have neither an Assessment nor an Examination mark reported for those courses in which assessment requirements have not been met for the Preliminary Higher School Certificate.

☐ 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 KLA Coordinator on your first day back at school.

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

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

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

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

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

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.

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 the Library immediately on your first day back at school. You must submit a "Scheduled Assessment Variation Form" with either a doctor's certificate or documented evidence of your reason for absence to the KLA Coordinator the next day.

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, the Curriculum Coordinator, or even perhaps your Year Coordinator. You must remember that you are expected to understand the College Assessment Policy and that you must satisfy the necessary assessment procedures.

Attach any documented
Evidence here!

St. Joseph's College

Scheduled Assessment Task Variation

Name: _____ Homeroom: _____

Course Teacher: _____ Course: _____

HSC Course

Preliminary Course

Year 10 Course

Nature of TASK:

Due Date of TASK: _____

Student Declaration (circle the appropriate phrase)

1. I will not be/ was not able to complete the scheduled assessment task indicated above.
2. I did/did not notify the College prior or on the due date of my task (includes telephone call) being due to my inability to fulfil my responsibility in being at school to complete the task or to submit the task on time.
3. My reason is as follows: (tick the appropriate reason)
 - a. I have personal commitments and won't be able to attend school on the due date.
 - b. I was sick and I couldn't attend school – **a doctor's certificate must validate this reason.**
 - c. I was absent due to unplanned circumstances and a family member could not submit the task on my behalf.
 - d. I 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:** _____

SECTION TWO

ASSESSMENT PROGRAMMES

| Assessment Programme Year 12 2012 | | | | | | |
|-----------------------------------|--------------|-------------------------|--|----------------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Total % |
| | Date of Task | Week 2, Term 2 | Week 10, Term 1 | Week 2, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Plant/Animal Production | Plant/Animal Production Half Yearly Examination | Product Study Report | Trial HSC Examination | |
| TOTAL | | 20 | 10 | 30 | 40 | 100 |

| 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 2012 | | | | | | | |
|-----------------------------------|--------------|---|--------------------------------------|-------------------------|---|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | 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 Examination | Historical Period Challenge-based Research Task | Trial HSC Examination | |
| 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 |

| 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 ultra-structure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution. | 40 |
| 2 | Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations | 30 |
| 3 | Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions | 30 |
| TOTAL | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|--------------------------|-------------------|-------------------------|-------------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 8, Term 4 2011 | Week 6, Term 1 | Weeks 1 & 2, Term 2 | Week 9, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Research / Communication | Practical Process | Half Yearly Examination | Practical Process | Trial HSC Examination | |
| 1 | | 10 | 5 | 10 | | 15 | 40 |
| 2 | | | 10 | 5 | 10 | 5 | 30 |
| 3 | | 5 | 5 | 5 | 10 | 5 | 30 |
| TOTAL | | 15 | 20 | 20 | 20 | 25 | 100 |

| 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 2012 | | | | | | | |
|-----------------------------------|--------------|--------------------------------|-------------------|-------------------------|-----------------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Week 8, Term 1 | Weeks 1 & 2, Term 2 | Week 8, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Stimulus Based Skills Activity | Extended Response | Half Yearly Examination | Case Study / Research | Trial HSC Examination | |
| 1 | | | 10 | 15 | | 15 | 40 |
| 2 | | 10 | | 5 | | 5 | 20 |
| 3 | | | 5 | | 15 | | 20 |
| 4 | | | 5 | | 5 | 10 | 20 |
| TOTAL | | 10 | 20 | 20 | 20 | 30 | 100 |

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

| Assessment Programme Year 12 2012 | | | | | |
|-----------------------------------|--------------|------------------------|----------------|---------------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Total % |
| | Date of Task | Weeks 7-9, Term 4 2011 | Week 8, Term 1 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Speaking Task | Research Task | End of Course Examination | |
| 1 | | 15 | | | 15 |
| 2 | | | 15 | | 15 |
| 3 | | | | 20 | 20 |
| TOTAL | | 15 | 15 | 20 | 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 planning and conducting first-hand investigations and in communicating information and understanding based on these investigations | 30 |
| 3 | Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions | 30 |
| TOTAL | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|---------------------|--------------------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 5, Term 2 | Week 1, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Practical / Process | Half Yearly Examination | Practical / Process | Research / Communication | Trial HSC Examination | |
| 1 | | 3 | 10 | 4 | 8 | 15 | 40 |
| 2 | | 7 | 3 | 10 | 7 | 3 | 30 |
| 3 | | 5 | 5 | 6 | 6 | 8 | 30 |
| TOTAL | | 15 | 18 | 20 | 21 | 26 | 100 |

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

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|----------------------|----------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 6, Term 2 | Week 1, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | IRP | Half Yearly Examination | Parenting and Caring | Option | Trial HSC Examination | |
| 1 | | | 5 | 10 | 10 | 15 | 40 |
| 2 | | | 5 | 5 | 10 | 5 | 25 |
| 3 | | 20 | 5 | 5 | | 5 | 35 |
| TOTAL | | 20 | 15 | 20 | 20 | 25 | 100 |

| Syllabus Assessment Component | | Weighting % |
|-------------------------------|--------------------------------------|-------------|
| 1 | Innovation and Emerging Technology | 40 |
| 2 | Design, Management and Communication | 60 |
| <i>TOTAL</i> | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------------------|-------------------------|-------------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Week 6, Term 1 | Weeks 1 & 2, Term 2 | Week 10, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Case Study | Research, Experimentation & Testing | Half Yearly Examination | Peer Presentation | Trial HSC Examination | |
| 1 | | 10 | | 10 | | 20 | 40 |
| 2 | | | 20 | | 40 | | 60 |
| TOTAL | | 10 | 20 | 10 | 40 | 20 | 100 |

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

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|-----------------------------------|--------------------------------|--------------------------|--|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 8, Term 4 2011 | Week 9, Term 1 | Week 4, Term 2 | Week 2, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Australian Drama Workshop & Essay | Individual Project Development | Studies of Theatre Essay | Final Group Performance & Individual Project | Trial HSC Examination | |
| 1 | | 5 | 10 | | 15 GP 10 IP | | 40 |
| 2 | | | 10 | | 10 GP 10 IP | | 30 |
| 3 | | 5 | | 10 | | 15 | 30 |
| TOTAL | | 10 | 20 | 10 | 45 | 15 | 100 |

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

| 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 |
| <i>TOTAL</i> | | 100 |

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

| Assessment Programme Year 12 2012 | | | | | | | | |
|-----------------------------------|--------------|---------------------|-----------------------------------|---|--------------------|----------------------|--|---------|
| Module being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 | Total % |
| | Date of Task | Week 8, Term 4 2011 | Week 7, Term 1 | Weeks 1 & 2, Term 2 | Week 6, Term 2 | Week 9, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Speaking (non exam) | Viewing / Representing (non exam) | Reading / Writing Half Yearly Examination (non exam) | Reading (non exam) | Listening (non exam) | Trial HSC Examination Reading Writing Writing | |
| 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 |
| <i>TOTAL</i> | | 100 |

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

| Assessment Programme Year 12 2012 | | | | | | | | |
|-----------------------------------|--------------|---------------------|-----------------------------------|---|--------------------|----------------------|--|---------|
| Module being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 | Total % |
| | Date of Task | Week 8, Term 4 2011 | Week 7, Term 1 | Weeks 1 & 2, Term 2 | Week 6, Term 2 | Week 9, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Speaking (non exam) | Viewing / Representing (non exam) | Reading / Writing Half Yearly Examination (non exam) | Reading (non exam) | Listening (non exam) | Trial HSC Examination Reading Writing Writing | |
| 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 |

| Module A: Genre - Science Fiction | | 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 |
| <i>TOTAL</i> | | 50 |

| Assessment Programme Year 12 2012 | | | | | |
|-----------------------------------|--------------|--------------------------|-----------------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Total % |
| | Date of Task | Weeks 1 & 2, Term 2 | Week 8, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Essay: Critical Response | Tutorial Presentation | Trial HSC Examination | |
| 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.

| Investigation and Composition | | Weighting % |
|-------------------------------|---|-------------|
| 1 | Skills in extensive independent investigation | 25 |
| 2 | Skills in sustained composition | 25 |
| TOTAL | | 50 |

| Assessment Programme Year 12 2012 | | | | | |
|-----------------------------------|--------------|----------------|----------------|-----------------|-----------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Total % |
| | Date of Task | Week 5, Term 1 | Week 2, Term 2 | Week 10, Term 2 | |
| | Type of Task | Viva Voce | Report | Major Work | |
| 1 | | 5 | 10 | 10 | 25 |
| 2 | | 5 | 5 | 15 | 25 |
| TOTAL | | 10 | 15 | 25 | 50 |

The course mark allocated to English Extension 2 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 - Digital Worlds: English for the Web | 20 |
| 3 | Module 3 - We Are Australian: English in Citizenship | 50 |
| TOTAL | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | | |
|-----------------------------------|--------------|---------------------------------|---|-------------------------|--------------------|---|------------|--|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % | |
| | Date of Task | Week 8, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 6, Term 2 | Week 9, Term 2 | Weeks 3 & 4, Term 3 | | |
| | Type of Task | Speaking / Listening (non exam) | Writing / Reading Half Yearly Examination (non exam) | Representing (non exam) | Writing (non exam) | Trial HSC Examination Reading (non exam) Writing (non exam) | | |
| 1 | | 15 S 15 L | | | | | 30 | |
| 2 | | | 10 W 10 R | | | | 20 | |
| 3 | | | | 15 R | 10 W | 15 R 10 W | 50 | |
| TOTAL | | 30 | 20 | 15 | 10 | 25 | 100 | |

| Syllabus Assessment Component | | Weighting % |
|-------------------------------|-----------------------------|-------------|
| 1 | Knowledge and understanding | 50 |
| 2 | Source-based skills | 50 |
| <i>TOTAL</i> | | 100 |

| Assessment Programme Year 12 2012 | | | | | | |
|-----------------------------------|--------------|-------------------------|-----------------------------|----------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Total % |
| | Date of Task | Week 9, Term 1 | Week 7, Term 2 | Week 2, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Child Health and Safety | Children's Service Industry | Work Placement | Trial HSC Examination | |
| 1 | | 15 | 20 | | 15 | 50 |
| 2 | | | | 50 | | 50 |
| TOTAL | | 15 | 20 | 50 | 15 | 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 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|----------------|----------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 6, Term 2 | Week 6, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Listening | Half Yearly Examination | Speaking | Writing | Trial HSC Examination | |
| 1 | | 10 | 10 | | | 10 | 30 |
| 2 | | 5 | 10 | | 5 | 10 | 30 |
| 3 | | | 5 | | 10 | 5 | 20 |
| 4 | | | 5 | 10 | | 5 | 20 |
| TOTAL | | 15 | 30 | 10 | 15 | 30 | 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 2012 | | | | | | | |
|-----------------------------------|--------------|----------------|-------------------------|----------------|----------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 1 | Weeks 1 & 2, Term 2 | Week 6, Term 2 | Week 6, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Listening | Half Yearly Examination | Speaking | Writing | Trial HSC Examination | |
| 1 | | 10 | 5 | | | 10 | 25 |
| 2 | | 5 | 10 | | 5 | 20 | 40 |
| 3 | | | 5 | | 5 | 5 | 15 |
| 4 | | | 5 | 10 | | 5 | 20 |
| TOTAL | | 15 | 25 | 10 | 10 | 40 | 100 |

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Assessment Programme Year 12 2012

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

| Syllabus Assessment Component | | Weighting % |
|-------------------------------|---|-------------|
| 1 | Industry Study | 15 |
| 2 | Design, Management and Communication | 30 |
| 3 | Production | 25 |
| 4 | Industry Related Manufacturing Technology | 30 |
| <i>TOTAL</i> | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|-----------------------------------|-------------------------|----------------|-----------------------|--------------------------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 5, Term 2 | Weeks 3 & 4, Term 3 | Week 10, Term 2 | |
| | Type of Task | Major Project Design and Planning | Half Yearly Examination | Industry Study | Trial HSC Examination | MDP Presentation and Peer Assessment | |
| 1 | | | 5 | 5 | 5 | | 15 |
| 2 | | 10 | 5 | | 5 | 10 | 30 |
| 3 | | 10 | | 5 | | 10 | 25 |
| 4 | | | 5 | 10 | 5 | 10 | 30 |
| TOTAL | | 20 | 15 | 20 | 15 | 30 | 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 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|---------------------|-------------------------|------------------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Week 7, Term 1 | Weeks 1 & 2, Term 2 | Week 1, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | AV Presentation | Research Assignment | Half Yearly Examination | Focus Study - Research | Trial HSC Examination | |
| 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 | | Weighting % |
|-------------------------------|---|-------------|
| 1 | Knowledge and understanding outcomes and course content | 50 |
| 2 | Skills outcomes and content | 50 |
| TOTAL | | 100 |

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

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|-------------------|-----------------------|-------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 8, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 8, Term 2 | Weeks 3 & 4, Term 3 | Week 8, Term 3 | |
| | Type of Task | Research / Skills | Half Yearly Examination | Research / Skills | Trial HSC Examination | Research / Skills | |
| 1 | | 10 | 10 | 10 | 15 | 5 | 50 |
| 2 | | 10 | 10 | 10 | 10 | 10 | 50 |
| TOTAL | | 20 | 20 | 20 | 25 | 15 | 100 |

NB: Students should achieve other outcomes such as open water snorkelling /SCUBA certification.

| 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 2012 | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|----------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 9, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Course Test 1 | Half Yearly Examination | Course Test 3 | Trial HSC Examination | |
| 1 | | 7.5 | 12.5 | 10 | 20 | 50 |
| 2 | | 7.5 | 12.5 | 10 | 20 | 50 |
| TOTAL | | 15 | 25 | 20 | 40 | 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 2012 | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|----------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 9, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Course Test 1 | Half Yearly Examination | Course Test 3 | Trial HSC Examination | |
| 1 | | 7.5 | 12.5 | 10 | 20 | 50 |
| 2 | | 7.5 | 12.5 | 10 | 20 | 50 |
| TOTAL | | 15 | 25 | 20 | 40 | 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 2012 | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|-----------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 10, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Course Test 1 | Half Yearly Examination | Course Test 3 | Trial HSC Examination | |
| 1 | | 7.5 | 12.5 | 10 | 20 | 50 |
| 2 | | 7.5 | 12.5 | 10 | 20 | 50 |
| TOTAL | | 15 | 25 | 20 | 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 |
| <i>TOTAL</i> | | 100 |

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

| Assessment Programme Year 12 2012 | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|----------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 9, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Course Test 1 | Half Yearly Examination | Course Test 3 | Trial HSC Examination | |
| 1 | | 7.5 | 12.5 | 10 | 20 | 50 |
| 2 | | 7.5 | 12.5 | 10 | 20 | 50 |
| TOTAL | | 15 | 25 | 20 | 40 | 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 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|----------------|-------------------------|----------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Week 9, Term 1 | Weeks 1 & 2, Term 2 | Week 1, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Source Analysis | Oral | Half Yearly Examination | Research Task | Trial HSC Examination | |
| 1 | | 5 | 20 | 5 | | 10 | 40 |
| 2 | | 10 | | 5 | | 5 | 20 |
| 3 | | | | | 20 | | 20 |
| 4 | | | | 5 | 5 | 10 | 20 |
| TOTAL | | 15 | 20 | 15 | 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 |
| <i>TOTAL</i> | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|-------------------------|--------------------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Week 9, Term 1 | Weeks 1 & 2, Term 2 | 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 | |
| 1 | | | | | | 10 | 10 |
| 2 | | | | | 10 | | 10 |
| 3 | | | 10 | | | | 10 |
| 4 | | | | 10 | | 15 | 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 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> | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------|-------------------------|------------------|-----------------------|---------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 8, Term 4 2011 | Week 6, Term 1 | Weeks 1 & 2, Term 2 | Week 5, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Written response | Movement Analysis | Half Yearly Examination | Written response | Trial HSC Examination | |
| 1 | | 10 | 5 | 5 | 10 | 10 | 40 |
| 2 | | | 10 | | 10 | 10 | 30 |
| 3 | | 10 | 5 | 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 planning and conducting first-hand investigations and in communicating information and understanding based on these investigations | 30 |
| 3 | Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions | 30 |
| <i>TOTAL</i> | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|---------------------|--------------------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 7, Term 2 | Week 1, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Practical / Process | Half Yearly Examination | Practical / Process | Research / Communication | Trial HSC Examination | |
| 1 | | 2 | 11 | 2 | 12 | 13 | 40 |
| 2 | | 8 | 3 | 10 | 6 | 3 | 30 |
| 3 | | 5 | 6 | 3 | 7 | 9 | 30 |
| TOTAL | | 15 | 20 | 15 | 25 | 25 | 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. | 40 |
| 2 | Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations | 30 |
| 3 | Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions | 30 |
| TOTAL | | 100 |

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|---------------------|-------------------------|---------------------|--------------------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Weeks 1 & 2, Term 2 | Week 7, Term 2 | Week 1, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Practical / Process | Half Yearly Examination | Practical / Process | Research / Communication | Trial HSC Examination | |
| 1 | | 5 | 10 | 5 | 5 | 15 | 40 |
| 2 | | 5 | 5 | 10 | 5 | 5 | 30 |
| 3 | | 5 | 5 | 5 | 10 | 5 | 30 |
| TOTAL | | 15 | 20 | 20 | 20 | 25 | 100 |

| 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 2012 | | | | | |
|-----------------------------------|--------------|--|---|---|-----------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Week 10, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Viva Voce (Religion and belief system in Australia) | Research (Religious Tradition Depth Study) | Trial HSC Examination (Religion and belief system in Australia, Religious Tradition Depth Studies) | |
| 1 | | 5 | 5 | 10 | 20 |
| 2 | | | 5 | 5 | 10 |
| 3 | | | 10 | | 10 |
| 4 | | 5 | | 5 | 10 |
| TOTAL | | 10 | 20 | 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 2012 | | | | | | | |
|-----------------------------------|--------------|--|--|-------------------------|---|--|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 9, Term 4 2011 | Week 6, Term 1 | Weeks 1 & 2, Term 2 | Week 5, Term 2 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Oral / Viva Voce (Religion and belief system in Australia post-1945) | Research (Research and report about one Religious Tradition Depth Study) | Half Yearly Examination | Knowledge Task (In-class extended response: Religion and Peace) | Trial HSC Examination (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 |
| TOTAL | | 15 | 15 | 15 | 20 | 35 | 100 |

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

| Assessment Programme Year 12 2012 | | | | | | | |
|-----------------------------------|--------------|------------------------------------|------------------|------------------------------------|------------------------------------|-----------------------|------------|
| Component being assessed | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Total % |
| | Date of Task | Week 8, Term 4 2011 | Week 7, Term 1 | Week 6, Term 2 | Week 2, Term 3 | Weeks 3 & 4, Term 3 | |
| | Type of Task | Development of Body of Work (VAPD) | Case Study Essay | Development of Body of Work (VAPD) | Development of Body of Work (VAPD) | Trial HSC Examination | |
| 1 | | 10 | | 15 | 25 | | 50 |
| 2 | | | 20 | | | 30 | 50 |
| TOTAL | | 10 | 20 | 15 | 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.

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