

# CURRICULUM POLICY

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## INTRODUCTION

The formal curriculum at St Joseph's College is the means by which we attempt to realise the goals of the College. An essential part of the curriculum policy is a commitment to life long education; learning to learn, a commitment to a sense of community, to the Gospel values and to the education of the whole person. Coupled with this is a commitment to the investigation of learning modalities and a need to address the teaching and learning environments challenging and engaging students in the pursuit of excellence in an ever changing world.

Thus the curriculum at St Joseph's aims to provide students with the knowledge, skills and attitudes to address and participate in life, Church and society.

The curriculum of the College is founded on the beliefs that:

- There is a Christian concept of life which places fundamental emphasis on the dignity and equality of every person;
- Jesus reveals God and provides the model for life;
- Religious development is central to human development;
- Every student is uniquely individual and is to be given a diverse range of opportunities to grow spiritually, emotionally, physically, intellectually and creatively;
- A wide range of learning abilities and interests must be recognised and attended to;

- Development of moral and spiritual values, beliefs, attitudes and relationships is a prime focus of teaching and learning;
- The informal curriculum is as significant as the formal curriculum in promoting each student's development;
- The development of a love of learning and a desire for learning on the part of each student is a primary task for educators.

The College curriculum provides a course of study in each of the **eight key learning areas** in accordance with the requirements of the School Certificate as outlined by the Board of Studies in the Education Reform Act.

The Education Reform Act of 1990 states:

*All students will be provided with a broad, balanced, quality, contemporary curriculum which takes into account the needs of students of differing abilities and backgrounds and seeks to provide for all students an enriching school experience which develops their potential.*

**KEY LEARNING AREAS:**

1. Religious Education
2. English
3. Mathematics
4. Science
5. HSIE (Human Society and Its Environment)
6. TAS (Technological and Applied Studies)
7. PD/H/PE (Personal Development, Health and Physical Education)
8. CAPA/LOTE (Creative and Performing Arts/Languages Other than English)

**Board Developed Courses Years 7-10 (Stages 4 and 5) at St Joseph’s College by Key Learning Area and Content Endorsed Courses**

English	Mathematics	Science	Technological and Applied Studies	Human Society and Its Environment	Personal Development Health and Physical Education	Creative Arts	Languages Other Than English
English	Mathematics Years 7-8  Mathematics Years 9-10  (Stages 5.1, 5.2 and 5.3)	Science	Technology (Years 7-8)  Information & Software Technology  Food Technology  Graphics Technology  Industrial Technology-Multimedia  Industrial Technology-Timber	Commerce  Geography  History  Catholic Studies	Personal Development, Health & Physical Education  Physical Activity & Sports Studies	Drama  Music  Visual Arts  Photographic & Digital Media	French

## COURSES FOR THE HIGHER SCHOOL CERTIFICATE ON OFFER AT ST JOSEPH'S COLLEGE

<b>Subjects</b>	<b>Courses</b>	<b>Extension Courses</b>
Ancient History	Ancient History	HSC History Extension
Biology	Biology	
Business Studies	Business Studies	
Chemistry	Chemistry	
Community & Family Studies	Community & Family Studies	
Drama	Drama	
Economics	Economics	
English	English Standard English Advanced	Preliminary English Extension HSC English Extension 1 HSC English Extension 2
	Fundamentals of English	
Food Technology	Food Technology	
Geography	Geography	
Industrial Technology	Industrial Technology	
Information Processes & Technology	Information Processes & Technology	
Legal Studies	Legal Studies	
Mathematics	General Mathematics Mathematics	Preliminary Mathematics Extension HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History	HSC History Extension
Music	Music 1	
Personal Development, Health & Physical Education	Personal Development, Health & Physical Education	
Physics	Physics	
Senior Science	Senior Science	
Studies of Religion	Studies of Religion I (1 Unit) Studies of Religion II (2 Units)	
Visual Arts	Visual Arts	
<b>Languages</b>		
French	French Beginners French Continuers	HSC French Extension

<b>Board Developed (School or TAFE Delivered) VET Courses</b>		
Accounting	Accounting	
<b>VET Curriculum Frameworks</b>		
Automotive		
Business Services	Business Services (120 hours) Business Services (240 hours)*	Business Services Extension (60 - 120 hours)
Electrotechnology		
Information Technology	Information Technology (120 hours) Information Technology (180 hours) Information Technology (240 hours)*	
Retail	Retail Operations (120 hours) Retail Operations (240 hours) *	Retail Operations – General Selling (60 hours) Retail Operations – Fresh Food Selling (60 hours) Retail Operations – Clerical Administrative (60 hours)
Hospitality	Hospitality Operations (120 hours) Hospitality Operations (240 hours)*	Hospitality Extension (60 hours)
Tourism		
<b>Board Endorsed Courses</b>		
Exploring Early Childhood	Exploring Early Childhood (1 Unit) Exploring Early Childhood (2 Units)	
Sport, Lifestyle & Recreation	Sport, Lifestyle & Recreation (1 Unit) Sport, Lifestyle & Recreation (2 Units)	
Photography & Digital Imaging	Photography (1 Unit)	
<b>Life Skills</b>		
English	English Life Skills	
Mathematics	Mathematics Life Skills	
Personal Development, Health and Physical Education	Personal Development, Health and Physical Education Life Skills	
Citizenship and Society	Citizenship and Society Life Skills	
Science	Science Life Skills	
Creative Arts	Creative Arts Life Skills	
Technological and Applied Studies	Technological and Applied Studies Life Skills	
Work and Training	Work and Training Life Skills	

**Note:**

1. Fundamentals of English is a Preliminary course and is not examinable for the Higher School Certificate. It can only be studied in conjunction with either English Standard or English (ESL). It may be studied in Year 11 or Year 12 or both Years 11 and 12.
2. Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses. For the VET courses marked with an asterisk (\*) in the table above an optional written examination will be offered for the Higher School Certificate.

3. Students studying both Ancient History and Modern History may undertake one HSC History Extension course only.

### **Vocational Education and Training Courses** (VET)

VET Courses can be studied as a part of Stage 6. Some VET courses are available at St Joseph's College eg. Hospitality and Retail Operations whilst others are available through local TAFE institutions or local high schools. Senior students studying TAFE outside the school timetable usually leave normal classes during Period 5 on a Monday and travel to Kingscliff or Murwillumbah TAFE. Some VET Courses are flexibly delivered or delivered during a whole day at TAFE (eg. Construction 4 Unit). Lists of students involved in VET courses outside of the College timetable are available from the Careers Advisor.

### **THE AWARD OF THE SCHOOL CERTIFICATE**

Requirements for the award of the School Certificate are available on the NSW Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) in the Assessment Certification and Examination Manual (ACE Manual). A hard copy of the ACE Manual is available from the Curriculum Coordinator. Students who are not satisfying a School Certificate course may be sent warning letters (See appendix).

### **REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE AND RECORD OF ACHIEVEMENT**

*Requirements for the award of the Higher School Certificate are available on the NSW Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) in the Assessment Certification and Examination Manual (ACE Manual). A hard copy of the ACE Manual is available from the Curriculum Coordinator. Students who are not satisfying requirements in either Preliminary or HSC Courses may be sent warning letters (See appendix).*

### **DISTANCE EDUCATION**

Students who wish to access courses not offered at St Joseph's College can study through Distance Education eg. Southern Cross School of Distance Education, OTEN or via the Lismore Diocese Online Courses. Any student considering this mode of study must be well organised, highly motivated and have good reasons for pursuing courses by this method. The Curriculum Coordinator will interview students and liaise with parents to determine a student's eligibility to study in this mode. The Curriculum Coordinator will monitor the workload of students and their commitment to courses.

### **COURSE SELECTIONS**

- Year 7 ~ study Catholic Studies, English, Mathematics, Science, HSIE, PD/H/PE, Music, Art and Technology.
- Year 8 ~ continue to study courses commenced in Year 7. 100 hours of French is studied throughout Year 8 to meet the Language Other Than English requirements set by the Board of Studies.
- Years 9 – 10 ~ study Catholic Studies, English, Mathematics, Science, HSIE, PD/H/PE and two elective choices. The process of choosing electives for Year 9 begins late Term 2 in Year 8. Students normally continue their chosen electives into Year 10. Year 10 students become involved in the process for subject selections for the senior school late Term 2/early Term 3. The Curriculum Coordinator and Deputy Principal are responsible for the subject selection process.
- Year 11 ~ Courses selected during Year 10 are commenced, culminating in the Preliminary HSC at the end of Term 3. All students at St Joseph's College must study Religion as part of their pattern of study.
- Year 12 ~ Most students continue with the pattern of study commenced in Year 11. Students wishing to alter their pattern of study must meet with the Curriculum Coordinator to discuss possibilities.

## **CHANGING COURSES**

Students must meet with the Curriculum Coordinator to discuss patterns of study before any change of course can be considered. No student will be admitted to an alternative class or deleted from a class list unless signed documentation is sighted. The Application to Alter Senior Student Pattern of Study (see appendix) is completed by Year 11 and 12 students – these forms are available from the Curriculum Coordinator. Years 9 and 10 students will meet with the Curriculum Coordinator if they wish to alter elective courses. A Subject Transfer Form, available from the Curriculum Coordinator, is completed for Year 9 and 10 elective changes (See appendix).

## **ASSESSMENT OF STUDENT 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 seen as an integral part of each course of study and is linked closely with the course's Aims, Objectives and Outcomes.

## **ASSESSMENT POLICY**

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

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

## **NOTIFICATION OF UNSATISFACTORY PROGRESS**

Students who are not showing commitment in the areas of classwork, homework, assessments and equipment will have a note written into the student diary. If the student commitment remains unaltered, the unsatisfactory progress is followed up with Unsatisfactory in a School Certificate Course letter and, if necessary, an "N" Award in that subject. Senior students not satisfying requirements will be sent an Unsatisfactory Progress in a HSC Course letter. These warnings letters are posted to the student's parents/carers.

Years 10-12 students who do not complete a formal assessment task by the due date and have not submitted an Assessment Variation Form to explain such, will receive zero mark and a Zero Mark Letter posted home. Students in Years 7-9 who do not complete a formal assessment by the due date and have no explanation written in the College Diary will receive a zero mark and a Zero Mark Letter posted home. Students receiving Zero Mark Letters are to report to the Library after school until the task is completed and submitted.

## **STUDENTS WITH SPECIAL NEEDS**

Students with special needs will be treated according to guidelines published by the Board of Studies.

Depending on the circumstance, special arrangements will be made for these students at the time of specific School Certificate assessment tasks in Year 10 and formal assessment tasks in the senior school.

## REPORTING

Students and parents will receive regular reports on student achievement in each course of study. Term reports are issued at the end of Term 1 and Term 3 and Semester Reports at the end of each semester.

Levels of achievement for each component of a course will be allocated using both formal and informal assessment strategies.

This feedback, both formal and informal, will provide students (and parents) with meaningful insights into their work habits and skills, achievements and potential.

## MALPRACTICE

Students are expected to display their own abilities and achievements when attempting work that will be used to assess their achievements.

Any student who copies the work of another student will be suspected of malpractice.

Similarly, any student who knowingly allows another student to copy their work will be suspected of malpractice. Any form of malpractice will be brought to the attention of Year and/or KLA Coordinators and marks/grades for that assessment item will be adjusted appropriately.

It is the responsibility of the student to complete each learning activity or assessment item to the best of his/ her ability.

## ASSESSMENT PROCEDURES YEARS 7-9

1. Assessment procedures are outlined in each teaching and learning program. The nature of the procedures differ in accordance with the subject/course.

Faculties make decisions about the range of tasks covered, the nature of the tasks and the contribution of the tasks to the semester reporting process.

2. Assessment occurs both 'formally' and 'informally' in Years 7-9. 'Formal' assessment in the form of tests, assignments, orals, presentations, practical work, etc contribute to a teacher's overall judgement of student performance relative to the course outcomes. 'Informal' assessment in the form of discussion, questioning etc, helps teachers develop an image of what students know, and can do, and hence guides the teaching and learning process.

**Formal assessment for Years 7-9 is entered onto e-CAL on the school computer network. Year group assessment calendars are produced and distributed to students each term. No formal assessment tasks will be scheduled in the week prior to major examination blocks.**

The 'formal' assessment tasks in each subject provide opportunities for feedback to students and parents in terms of comments, marks and grades which are linked to specified standards of achievement. The 'formal' assessment tasks also contribute to the semester reporting process.

3. Prior to the scheduled date of 'formal' assessment tasks, and **at least two weeks prior to the task, details of the task will be posted on the College website. Teachers will notify students in the class when the task has been posted. Teachers will ask students to sign next to their name on a classlist, or mark a class roll, to indicate student knowledge of the task being posted on the College website.**
4. At the time of providing the task to students, each 'formal' task should include the following information:-
  - Subject/course
  - Unit/module
  - Topic
  - Date and timing of task
  - Length and duration of task
  - Nature of task/task type

- Weighting of task (if applicable) – importance of task
  - Description of the task 'in their language' which reflects the outcomes
  - Task requirements – 'what is the task asking you to do'
  - Marking guidelines/criteria/rubric
- 5.
- Teachers should 'walk' students through the requirements of the task and the details listed above. Students should have the opportunity to reflect on the task requirements and ask questions to clarify issues.
  - Teaching and learning should not be specifically directed towards the task; however, teaching and learning should incorporate the outcomes of the proposed assessment.
  - Task design should be a collaborative activity, involving all teachers who will take part in the administration of the task. This is to ensure teachers are familiar with all aspects of the task requirements.
6. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers need to discuss and clarify the marking criteria to ensure consistency of judgement and awarding of marks takes place.
7. An essential component of assessment is to provide meaningful feedback to each student. Elements of meaningful feedback could include:-
- Providing marks which have meaning by linking marks to specific criteria.
  - Allowing students to self-assess their work relative to the marking criteria.
  - Allowing peers to assess their work relative to the marking criteria.
  - Providing opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
  - Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
  - Providing a link to their future learning in the course.
8. Evaluation of teaching and learning should be a continuous activity.
- Evaluation of assessment strategies (informal ☐ formal) should be seen as a means of improving/modifying the quality of assessment tasks.
  - Evaluation could take the following forms:-
    - i. Student evaluation and feedback (individual, group, whole class, etc).
    - ii. Teacher evaluation (individual, group, subject).
    - iii. Evaluation based on the results of assessment relative to the student learning outcomes.
    - iv. Analysis of the assessment task components/design based on the information/results collected from student results.
    - v. Evaluation of suitability and relevance of task type, task nature, appropriate outcomes chosen, timing.
    - vi. Evaluation of teaching and learning approaches/overall teaching program.
9. As a result of evaluation procedures, assessment tasks should be updated/revised prior to administering to future groups/cohorts (where applicable).
10. Students in Years 7-9 **submit hand-up assessment tasks directly to the course teacher, normally in a timetabled lesson.** No assessment tasks are to be left by the student with the College office staff. Parents and carers may leave tasks with the Office staff on behalf of an absent student. Office staff will present parents/carers with a receipt confirming details of the task delivery.
11. Students in Years 7-9 may request an extension of time for an assessment item via a parental note in the College diary. It is the student's responsibility to show this note to the course teacher. The course teacher will determine if the request is reasonable and grant an extension where applicable. Students who have no valid reason for non-completion of an assessment item will receive a zero mark for that item. Students receiving a zero mark will have a St Joseph's College Zero Mark letter

posted home (See Appendix). This letter will state the necessary requirements of the student to satisfy course outcomes. Failure to satisfy requirements in a course in Years 7-9 can cause an "N" Award for the School Certificate in that particular course.

12. Students who will be **absent on the day of a formal assessment must notify the College before 9.00 a.m.** and show the course teacher a parental **note in the diary** on the first day he/she returns to school. If a student knows in advance of an absence, the student must notify the course teacher via a note in the diary and make suitable arrangements to complete the assessment task.

### **ASSESSMENT PROCEDURES YEAR 10**

1. The School Certificate Assessment Handbooks set out the 'formal' assessment requirements for each subject/course offered.

The subject assessment requirements are derived from:-

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

The subject assessment requirements provide information relative to:-

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

2. Assessment Task Calendars are provided to students each term. The calendars supplement the Assessment Handbook and provide specific dates for tasks within each week. Variations to task dates can only occur after teacher consultation with the Curriculum Coordinator. A request to vary a formal assessment date is for extreme circumstances. **No formal assessment tasks will be scheduled in the week prior to major examination blocks.**
3. Prior to the scheduled date of the assessment task, **and at least two weeks prior to the task, specific details of the assessment task are posted on the College website. Teachers will notify students in their class when the task has been posted. Teachers will ask students to sign next to their name on the classlist, or mark a class roll, to indicate student knowledge of the task being posted on the College website.**
4. At the time of providing the task to students, teachers should:-
  - ◆ Distribute a typed copy of the task to each student which includes:-
  - ◆ The date and timing of the task.
  - ◆ Length/duration of task (eg reading time, etc).
  - ◆ Type/nature of task (eg hand-up, exam, etc).
  - ◆ Subject/course
  - ◆ Unit/Module
  - ◆ Topic
  - ◆ Weighting of Task (relative to course overview and if applicable)
  - ◆ Outcomes to be assessed.
  - ◆ Description of Task Requirements – breakdown of marks to indicate relative weightings.
  - ◆ Marking guidelines and/or marking criteria.
  - ◆ Task Rubric (optional).
  - ◆ Task References (if applicable).
  - Teachers should 'walk' students through the requirements of the task and the details listed above. Students have the opportunity to reflect on the task requirements and ask questions to clarify issues.
  - Teaching and learning will not be specifically directed towards the task; however, teaching and learning will incorporate the outcomes of the proposed assessment.
  - Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task.
5. 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.

6. An essential component of assessment is to provide meaningful feedback to each student. Elements of meaningful feedback could include:-
- Providing marks which have meaning by linking marks to specific criteria.
  - Allowing students to self-assess their work relative to the marking criteria.
  - Allowing peers to assess their work relative to the marking criteria.
  - Providing opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
  - Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
  - Providing a link to their future learning in the course.
7. Evaluation of teaching and learning should be a continuous activity.
- Evaluation of assessment strategies (informal & formal) should be seen as a means of improving/modifying the quality of assessment tasks.
  - Evaluation could take the following forms:-
    - i. Student evaluation and feedback (individual, group, whole class, etc).
    - ii. Teacher evaluation (individual, group, subject).
    - iii. Evaluation based on the results of assessment relative to the student learning outcomes.
    - iv. Analysis of the assessment task components/design based on the information/results collected from student results.
    - v. Evaluation of suitability and relevance of task type, task nature, appropriate outcomes chosen, timing.
    - vi. Evaluation of teaching and learning approaches/overall teaching program.
8. As a result of evaluation procedures, assessment tasks should be updated/revised prior to administering to future groups/cohorts (where applicable).

## **REPORTING**

Students and parents will receive regular reports on student achievement in each course of study.

Grades for each component of a course will be allocated using both formal and informal assessment strategies.

The Grades A – E will be consistent with the mandated performance criteria and/or outcomes as dictated in each Board of Studies course syllabus.

This feedback, both formal and informal, will provide students (and parents) with meaningful insights into their work habits and skills, achievements and potential.

## **FAILURE TO COMPLETE WORK**

Failure to complete assessment items/tasks, classwork, homework and assignments that are not specifically part of a formal assessment program in a course may result in the student not satisfactorily completing that course.

The parents of students at risk of not fulfilling the mandated requirements will be notified in writing by using the appropriate 'Unsatisfactory Progress' letter as soon as a problem is identified.

This process will involve consultation with the KLA Coordinator, Year Coordinator and the Curriculum Coordinator.

Failure to complete a course on these grounds can have serious implications with regard to the award of the School Certificate in Year 10.

## **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 course teachers, 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. Faxed assessment tasks will not be accepted. Parents/carers/relatives who submit a task to the College office on behalf of an absent**

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.

## **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 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.

## LATENESS

If a student is to hand up an assessment task and is **late on the due date** (i.e. 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) he/she (or a parent/carer) **must notify the Year Coordinator or Curriculum Coordinator before the commencement of Period 1 on the morning of the absence.** 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.

*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.*

***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.***

## ASSESSMENT PROCEDURES YEARS 11 AND 12

### PRELIMINARY AND HSC COURSES

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

The subject assessment requirements are derived from:-

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

The subject assessment requirements provide information relative to:-

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

Preliminary Course and HSC Course Assessment Task Calendars supplement the Handbooks and are provided for staff and students each year. The calendars provide specific dates for tasks. Variations to task dates can occur after teacher consultation with the Curriculum Coordinator.

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

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 provided to students on the College website.**

Teachers will:

- Outline assessment details such as:
  - The date and timing of the task.
  - Length/duration of task (eg reading time, etc).
  - Type/nature of task (eg hand-up, exam, etc).
  - Subject/course
  - Unit/Module
  - Topic
  - Weighting of Task (relative to course overview and if applicable)
  - Outcomes to be assessed.
  - Description of Task Requirements – breakdown of marks to indicate relative weightings.
  - Marking guidelines and/or marking criteria.
  - Task Rubric (optional).
  - Task References (if applicable).

- 'Walk' students through the requirements of the task and the details listed above. Students will have the opportunity to reflect on the task requirements and ask questions to clarify issues.

Teaching and learning will not be specifically directed towards the task; however, teaching and learning will incorporate the outcomes of the proposed assessment.

Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task.

Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria to ensure consistency of judgement and awarding of marks takes place.

### **FEEDBACK FROM TASKS**

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

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

### **SATISFACTORY COMPLETION OF A COURSE**

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

- followed the course developed or endorsed by the Board of Studies, and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- achieved some or all of the course outcomes. *(ACE Manual Ref: 11.4)*

Parents/carers of students who are not meeting either a, b, or c above in a particular course are posted an official warning letter indicating that satisfactory completion 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 in an Assessment Handbook. **Specific dates for assessments or examination periods are notified to students via the course assessment details issued 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 course teachers, 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. Faxed assessment tasks will not be** accepted.

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.

### **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 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.

## **LATENESS**

If a student is to hand up an assessment task and is **late on the due date** (i.e. 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) he/she (or a parent/carer) **must notify the Year Coordinator or Curriculum Coordinator before the commencement of Period 1 on the morning of the absence.** 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, in writing, for 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, in writing, for the KLA Coordinator to review the situation within one week of receiving the assessment task back. In the event that the student remains dissatisfied an appeal may be lodged in writing to the Curriculum Coordinator. This appeal will be heard by a committee consisting of the Principal, the Curriculum Coordinator and KLA Coordinator of the faculty in which the appeal is made. The Appeal Committee will focus 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, depending upon the number of units which have been studied satisfactorily.

## **ATTENDANCE**

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

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

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

## **SCHOOL REVIEW OF HSC ASSESSMENTS**

### **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, a report detailing 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.

## **EXAMINATION PRACTICES**

### **EXAM TIMETABLES**

The Curriculum Coordinator will create exam timetables for Years 7 –12. These will be distributed to staff and students at least two weeks prior to the first exam date.

### **PREPARATION OF EXAM ROOMS**

Apart from the setting up of the external examinations, the HSC and SC, all other examination logistics, ie, the setting up of examination rooms, the provision of paper etc will be the responsibility of the Curriculum Coordinators in conjunction with the relevant Year Coordinator.

### **SUPERVISION ROSTERS**

The rostered supervision of students during examinations is the responsibility of the Curriculum Coordinator. The Curriculum Coordinator is responsible for the creation of all examination supervision rosters throughout the College, with the exception of the external examinations of the HSC and SC. Any amendments to the roster are to be communicated via the daily absentee information board or the morning briefing announcements. Staff who are underlined on the roster are to collect exam papers from the filing cabinet and lay them out in the designated exam room.

### **FILING OF EXAMS**

All exams will be placed in the locked filing cabinet in the photocopy room. Exam papers will be bundled with a cover sheet (see appendix) and a classlist, at least 48 hours beforehand. It is the responsibility of KLA Coordinators to proofread exam papers before they are photocopied. Examination papers are due to KLA Coordinators for checking on or before the dates indicated on the College calendar.

## **RULES AND PROCEDURES FOR BOTH SENIOR AND JUNIOR EXAMINATIONS**

**The following directions are given to students:-**

**All of the relevant Board of Studies "Rules and Procedures" apply during the examination period.**

# You must follow the day-to-day rules of the school. E.g. school uniform,

# When an examination timetable exists separate to the normal timetable, you must be at the examination location at least 15 minutes before the start of each examination.

# Examination supervisors will inspect any equipment brought into the examination room, No pencil cases. Use a clear plastic sleeve.

# If you cannot attend an examination because of illness or misadventure, notify the school before the examination is due to commence.

# If you miss examinations simply because you have misread the timetable you will receive zero. Examinations are assessment tasks.

# If reading time is indicated you may read the examination during this time. You must not begin writing until instructed to do so.

# For written responses you will use the writing pads and examination papers provided. No paper of your own is to be taken into the examination room.

# You will not be allowed to enter the examination room after 15 minutes from the starting time has elapsed.

# You are not permitted to borrow equipment during examinations.

# You must not speak to any person other than a supervisor during an examination.

# You will not be permitted to leave the examination room during the examination. You cannot leave early.

# You must stop writing immediately when told to do so by the supervisor.

# You must not speak while the examination papers are being distributed or collected.

# Examination papers are not to be removed from the examination room unless instructed otherwise.

# Separate sections will need to be stapled together. This must also be done for non-attempts at a section. Bring your own stapler to each examination.

### **STAFF SUPERVISION REQUIREMENTS**

It is vital that you are familiar with the roster and aware of any changes to the daily schedule.

1. Be punctual to supervision.
2. Actively supervise the students performing the examinations.
3. Be aware of the rules and procedures that students have been requested to follow especially in regard to senior examinations and Board of Studies "Rules and Procedures".
4. Do not take marking or reading material into the examination room.
5. Do not engage in conversations with other staff members on duty in rooms with you.
6. Ensure that you are cognisant of the requirements of the subject teacher or KLA Coordinator if you are rostered to commence or conclude an examination. This is particularly important when collecting exam papers.
7. Ensure that you inform staff that you have collected exam papers when you return them to their desk.
8. Mark the roll at the beginning of the examination.
9. Take note of students' inappropriate behaviour during examinations and report concerns and breaches of examination procedure to the appropriate person - either KLA or Year Coordinator.
10. Exams are to be collected from the examination filing cabinet in the photo copy room if you are the designated staff member responsible for the commencement of the examination.
11. Insist on the appropriate manner of entry into the examination room and the appropriate behaviour.
12. Misdemeanours and/or breaches of exam procedure are to be reported to the KLA Coordinator, subject teacher or Year Coordinator.

### **HOMEWORK**

- Homework is given regularly and normally each day.
- Homework is of a constructive nature.
- Homework is given with consideration of other subjects.
- Homework is checked regularly and carefully.
- Contact will be made via the College diary with parents of students who repeatedly do not do their homework.
- All homework is to be written into the College Diary. College Diaries are checked by Homeroom Teachers, Pastoral Assistants and Classroom Teachers.

The College believes homework is a valuable aspect of the learning process and contributes to the development of sound study habits.

Homework should be approximately as follows:

Year 7 - 1 hour per night.

Year 10 - 2 hours per night.

Year 8 - 1 – 1½ hours per night.

Year 11 - 2 – 2½ hours per night

Year 9 - 1½ – 2 hours per night.

Year 12 - 2 – 3 hours per night.

Revision of past content is an integral part of secondary studies and students should be reminded to incorporate such into a weekly study timetable.