

St. Patrick's Marist College



Founded 1872

HSC ASSESSMENT POLICY AND SCHEDULES 2017

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Assessment Guidelines

SECTION A

St Patrick's Marist College Assessment Policy

1. Rationale

The College Assessment Policy is designed so that no student can be advantaged or disadvantaged by the College's system of assessment.

Assessment at St. Patrick's Marist College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting; and
- coordination of the assessment programme to ease the load on students.

The College Assessment Policy reflects the interest of the College with authentic learning, academic achievement, justice and the dignity of each person. This means that teachers are striving to ensure that assessment tasks give results that reflect what each student really knows and understands against a standard derived from syllabus documents.

2. What is Assessment?

- a. The term "assessment" refers to the College's measure of a student's achievement against standards in a NSW Education Standards Authority (NESA) course (formally Board of Studies Teaching and Educational Standards (BOSTES)). Assessment applies to all courses.

An assessment task may comprise of an "assignment" that is a piece of work completed over some days or weeks; or be in the form of an examination. Other assessment tasks may be in the form of class tests, oral presentations, fieldwork, extended responses, or other work completed during class time.

- b. The Higher School Certificate Examination is one type of assessment. So that a better measure of work over the two years of senior schooling is possible, each school makes a record of achievement by each student in each course in certain tasks. It is this process that is generally known as "assessment".
- c. A student must complete the assessment requirements for each course before he or she is considered to have completed the Higher School Certificate course.
- d. A 2 unit course may have three to six tasks in the Higher School Certificate course. The nature and timing of these vary from course to course and are summarised in the Course Guidelines provided in this *Handbook*.
- e. For a course to be counted on the Higher School Certificate Record of Achievement (RoSA), at least fifty per cent of the assessment tasks in the Higher School Certificate course must be satisfactorily completed.
- f. Achievement in the HSC course is measured according to standards defined in NESA syllabus documents.
- g. Students will be informed of what outcomes are being measured in each task and what criteria will be used to measure their performance.

3. Commencement of Assessment

HSC Course

The assessment program will commence at the beginning of the HSC course, Week 5, Term 4, Year 11 and continue until the completion of the Trial HSC in Year 12.

Preliminary HSC Course

The assessment program will commence at the beginning of the school year and will conclude with at the end of Term 4, Week 4.

4. Student's Responsibility

- a. Each student has the responsibility to be familiar with the general College policies as outlined in this Handbook. Students must also be familiar with the Course Information in Section B of this Handbook.
- b. It is important that the student speak with the relevant Leader of Learning - KLA if there is any doubt about the requirements of the Assessment Policy.
- c. It is the responsibility of all students to know when assessment tasks are scheduled. **Assessment tasks take priority over any other activities.**
- d. It is the responsibility of all students to know the assessment task procedures. In the case of an examination no mobile phones or electronic devices are allowed in the room. No student is to have written sheets or writing on their person or clothing. Students need to be familiar with examination procedures outlined in the College diary.
- e. Students who have not applied themselves in a course satisfactorily may not be eligible for the Higher School Certificate.
- f. It is the responsibility of all students to return **marked** assessment tasks to their parents/guardians for their signature.
- g. **Included with this document is a copy of the Assessment Agreement Form between the student and the College. The original is signed by the student and parent in the College diary acknowledging the requirements of the assessment policies outlined in this Handbook.**

5. Submitting Work

- a. All assessment work in the form of assignments or other non test tasks must be handed in on the **due date in the subject period, or at a time specified by the relevant Leader of Learning - KLA or subject teacher or their designated substitute.** Students must follow directions issued by their teacher. Task papers should be firmly stapled together, or otherwise secured.
- b. It is the student's responsibility to ensure that the assessment task arrives on time. Illness or misadventure must be supported by documentary evidence. This must be given or emailed to the Director of Studies on the first day of return to the College by 9.00am. A copy will be retained in the Student's file.

If the student knows they will be absent on the due date of the assessment task, then he or she must ensure that the work is submitted on time. This includes prearranged College activities such as work placement and excursions as well as family leave.

Assignments are not to be submitted in plastic sleeves.

- c. In the case of examinations or class tests, any student who fails to meet the requirements will be awarded a zero mark.
- d. If a student is absent **up to two days prior** to the due date of an assessment task, the student must obtain a medical certificate from a registered medical practitioner for the day (s) the illness occurred. The certificate must be submitted to the Director of Studies by 9.00am on the first day of returning to the College (**Backdated medical certificates will not be accepted**). Failure to submit a medical certificate on the due date will result in a 30% penalty for the first day thereafter a zero mark is awarded.

6. Assessment Guidelines

- a. The College will provide the student with the following information for each subject at the beginning of HSC Assessment, or as soon as practicable:
 - WHAT is being assessed
 - HOW it will be assessed
 - WHEN it will be assessed
 - The RELATIVE VALUE of each task in the total assessment scheme.

This information is contained in the Course Guidelines for each course contained in this *Handbook* in Section B and the calendar at the back of this booklet.

Students will be given a detailed notification of assessment tasks, in writing, at least 2 weeks prior to each task.

- b. The course teacher overseeing the course in which an assessment task is due will keep a list of those students whose work has been received. Each student will sign the class list when they submit their assignment.
- c. The Director of Studies will oversee the process; ensuring that assessments are properly spaced and coordinated between different subjects and collate the submission of assessment results to NESAs. In the event of disputes or misadventure, the Director of Studies will administer the process of appeals.
- d. The policy of NESAs is that assessment tasks accurately measure the achievement of students and discriminated between different levels of achievement. If an assessment task does not adequately fulfil these requirements or where some students could be disadvantaged the Director of Studies in consultation with the Principal can declare the task invalid or unreliable. If this occurs, students and their parents will be notified in writing and informed about an appropriate alternative. Examples of appropriate alternatives are: setting of a new task, or amending the weighting of the existing task.
- e. Student will sign a verification sheet when their task is returned which confirms their mark.
- f. The Director of Studies, relevant Leader of Learning - KLA and the relevant Leader of Learning - Pastoral will maintain a record of penalties that may result from late submissions, absence and illness. A copy will also be placed in the student's file.

- g. If a change of date is required for a formal assessment task the relevant Leader of Learning - KLA will distribute to parents and students and place on Skoolbag, a notification sheet which will give the revised date. The acknowledgment slip needs to be signed and return to the student's subject teacher.

7. Non Completion of an Assessment Task

- a. In order to have studied a NESAs course satisfactorily, the College expects each candidate to have completed **all** assessment tasks.
- b. Notwithstanding the Principal's prerogative with respect to illness and/or misadventure, in all other cases where a candidate fails to complete an assessment task, a 'zero mark must be recorded for that task.
- c. A candidate who does not study a course satisfactorily, will not have an assessment mark reported. This may mean that the student will not then be eligible for the award of the Higher School Certificate in that subject.
- d. It is the student's responsibility to attempt all assessment tasks and to follow the correct procedure for submitting them. If through unforeseen circumstances it is anticipated that the work will not be completed on time, the student is to negotiate with the Director of Studies for an extension of time well in advance of the due date. Extensions will **not** be granted on the due date.

8. Late Submission of an Assessment Task

- a. In other than the exceptional circumstances in which extensions are granted, late submissions of assessment tasks will incur penalties.
- b. The penalties will be 30% of the maximum for the first day the task is overdue. After this day the student will receive a zero, except in special circumstances (at the discretion of the Director of Studies). On the awarding of the penalty or zero mark, the parents / guardian of the student will be informed in writing by the College.
- c. Students should be aware of the implications of this policy in the case of assessment tasks completed outside class. Put briefly, they can be summarised as follows:
- If the assessment task is one day late, 30% of the total mark will be deducted.
 - If the assessment task is two or more days late, a zero mark will be awarded.
 - Each day following the due date will be counted, regardless of whether it falls on weekends, public holidays, etc.
 - The assessment task is one day late after the designated time on the due date until the same designated time the following day.
- d. The course teacher will have a list of those students whose work has **NOT** been received. It is the student's responsibility to submit the task to the course teacher or to follow the submission procedures outlined by the relevant Leader of Learning - KLA.
- e. Parents / Guardians of the students who are penalised for any reason will be notified in writing by the College. Parents / Guardians must sign the penalty acknowledgement slip. The slip must be returned by the student to the relevant Leader of Learning - KLA within 24 hours. Failure to do so may result in a detention.

- f. An online illness/misadventure form must be completed. This is used by the Director of Studies to ascertain the appropriate if any exemptions or extensions (Refer to Point 9).
- g. The following *may* be regarded as reasons justifying absence or inadvertent late submission:
- a. Illness, if there is proof in the form of a medical certificate from a registered medical practitioner who was consulted on the day of the illness. **Back dated doctors' certificates will not be accepted;**
 - b. Misadventure, such as public transport delays or car-breakdowns (in this case, the student may be asked to provide proof of the circumstances leading to the delay);
 - c. Accident, meaning some injury which physically or mentally prevents the student from completing the task, examination or test.
- h. In the case of prolonged absence, an estimate may be given. An estimate is a mark based on the previous assessment performances of the student and moderated by the relevant Leader of Learning - KLA to ensure fairness.
- i. Computer or printer breakdown will not be accepted as a valid reason for late submission.

In the event of printer or computer failure:

- It is the student's responsibility to bring the backup (USB or memory card) to the College and use the Library to print the assessment task.
 - In either event, the student must notify the relevant Leader of Learning - KLA before 9.00am on the due date.
- j. Students who use the computer for assessment tasks are strongly advised to:
- regularly back up their work on **a number** of devices (e.g. inbuilt hard drive, external hard drive, flash disk, or in Home Folder at school, etc).
 - print a draft version prior to the due date.
 - complete the final copy of the assignment at least 24 hours before the due date (not on the night before or on the morning of the due date).
 - not rely on emailing assessments to the College on the due date.
- k. *Where a student has been given a zero mark for non-completion or late submission in an assessment task **totaling** 50% or more of the final course assessment, the relevant Leader of Learning – KLA will inform the Director of Studies, who will certify that the student has not completed the course satisfactorily.*
- l. No appeals are considered regarding decisions made by the Director of Studies in cases of non-submission or late submission. The Assistant Principal – Innovation, Teaching and Learning may be approached to ensure consistency and fairness.

9. Illness/ Misadventure

- a. Misadventure is any unforeseen event which prevents a candidate from attending a scheduled task. Students should be aware of the procedure to follow in the event of illness/misadventures:
 - i. If the student is unable to complete an assessment task for reasons of ill-health, then he or she must complete the online Illness/Misadventure Form along with providing a medical certificate to the Director of Studies by 9.00am on the first day of returning to College. This documentation can also be uploaded or emailed. The Director of Studies will notify the relevant Leader of Learning – KLA.
 - ii. **No application for illness/misadventure will be accepted after 1 week from the due date of the assessment task.**
 - iii. If any assessment task is missed for any other serious reason, the student may be required to submit documentary evidence to the Director of Studies. The online Illness/Misadventure Form must be completed.
 - iv. Any assessment task which is missed, and for which an acceptable reason is not given, will be recorded as a zero mark and a warning letter will be issued. Student's details will then be added to the NESA HSC Assessment Task Malpractice Register.
 - v. If a student is taken suddenly ill at school, he or she must contact the relevant Leader of Learning - KLA, relevant Leader of Learning - Pastoral or the Director of Studies before leaving the College.

10. Malpractice

- a. Malpractice is an activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:
 - copying someone else's work in part or whole, and presenting it as their own;
 - using material directly from books, journals, recorded media or the internet without reference to the source;
 - building on the ideas of another person without reference to the source;
 - buying, stealing or borrowing another person's work and presenting it as their own;
 - submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
 - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
 - paying someone to write or prepare material;
 - breaching school examination rule;
 - cheating in an HSC exam;

- using non-approved aids in an assessment task;
 - giving false reasons for not handing in work by the due date;
 - helping another student to engage in malpractice.
- b. The NESAs have published guidelines concerning take home assessment tasks and submitted works. The guidelines have been published below and should be read in conjunction with each student's understanding from All My Own Work Programme.

“The academic honesty of students in completing assessment tasks, and of teachers and others in guiding students, underpins the integrity of the HSC.

Throughout the assessment process, the highest level of integrity and honesty is required. Failure to meet this requirement may limit a student's marks and jeopardise their HSC.

A student's mark is determined by the quality of the work produced by the student only. Any take-home assessment task or submitted work must formally acknowledge any words, ideas, designs or workmanship of others used in producing the work. It is the student's responsibility to ensure that all unacknowledged work is genuinely their own.

The following apply to take-home assessment tasks and submitted work.

1. Practices and assistance that do not require formal acknowledgement:

- i. Discussion of the student's ideas with other people such as teachers, mentors, tutors, family members or friends
- ii. Discussion of resources that the student has found
- iii. Seeking explanation of texts and concepts
- iv. Learning of skills to use in the development of the work
- v. Work produced by the student in class under the teacher's supervision
- vi. General teaching and learning of course materials and content
- vii. Minor editing; spelling and grammar checks
- viii. Simple assistance such as photocopying and transporting materials

2. Practices and assistance that do require formal acknowledgement:

- i. The contribution of others' words, ideas, designs or workmanship to the development of the student's work
- ii. Any components of the work that have been written, created or developed by others
- iii. Use or inclusion of material from other sources such as books, journals and electronic sources including the internet.
- iv. Use or inclusion of the work, ideas or designs gained through group work from other group members
- v. Practical, technical or expert assistance provided by others e.g. welding, cinematography and desk top publishing.

If in doubt, students are advised to acknowledge assistance that has contributed to their work.”

- c. The College uses software on all formal tasks to check for plagiarism. In the event of malpractice or dishonesty, a mark of zero may result. If this is a serious breach of the rules of conduct in assessment, then this could result in the student being made ineligible for the HSC. Parents / guardians will be notified in writing.
- d. In the event of malpractice the College makes notification to the NESA Malpractice Register if any allegation is substantiated in any HSC course.
- e. Appeals against imposed penalties because of malpractice should be directed in writing to the Director of Studies. This is a matter of internal discipline and is at the sole discretion of the Director of Studies.

11. Final Marks

- a. Students will be given two separate marks for their Higher School Certificate in externally examined courses:
 - An examination mark based on performance in the external examination at the end of Year Twelve.
 - The assessment mark – The final school mark achieved by the candidate in each subject will be moderated against the course candidatures' performance in the Higher School Certificate examination.
- b. The separate reporting of the assessment mark is intended to show the student's achievements in a way which takes into account achievement during the whole year of Higher School Certificate schooling.
- c. The final assessment mark also shows a student's achievement on a wider range of syllabus outcomes than is covered by the Higher School Certificate examinations.
- d. The student is informed by the College of her or his ranking in the College's candidature at the end of the course. After each assessment task a student may privately inquire of the course teacher regarding their ranking obtained. A student may also request his or her cumulative ranking after two or more assessment tasks have been completed.

12. Appeals and Ranking

Students can't appeal marks in individual assessment tasks, but if they feel they have been incorrectly ranked in a course students must firstly speak to their class teacher immediately.

They will be able to find out their assessment ranks (final position in each school course) in the Students Online account after the final HSC exam.

If students are still not satisfied that their ranking is correct, they can apply to the Director of Studies in writing for a review before the cut-off date which is found on the NESA website. The College will advise students and parents of the review outcome and inform NESA if the mark should change. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with the NESA requirements
2. complied with its stated assessment program when deciding your final assessment mark
3. miscalculated or made a clerical error when deciding your assessment mark.

The review procedure is not a way of appealing against teacher judgements on the nature of the assessed task. It is only a way of correcting statistical and procedural errors in the administration of the assessment scheme.

Appeals submitted after the release of the HSC results will not be considered, so further appeals should be made as soon as possible after the first appeal.

13. Advice and Support

- a. Assessment for each course is the responsibility of the Leader of Learning - KLA in which the course falls.
- b. Overall responsibility for assessment tasks is taken by the Director of Studies.
- c. If a student needs advice with any part of your senior programme, either in the Preliminary or Higher School Certificate year, the Director of Studies, relevant Leader of Learning - KLA or the Year 12 Leader of Learning – Pastoral can assist them.
- d. Students are encouraged to seek advice from the course teacher or relevant Leader of Learning - KLA. This will enable each student to increase their understanding of the requirements of the task and obtain a creditable level of achievement.
- e. Be mindful of **plagiarism**: Taking and using another person's work and claiming it as your own is plagiarism. If direct words are used, they must be referenced, i.e. they must be placed in quotation marks and the source and page number acknowledged. There are penalties imposed for plagiarism.

Students are encouraged to:

BE ORGANISED: Use your calendar. Mark when your assessments, outings, work, family engagements, etc are and plan your assessment work time so as to finish them on time. Ensure you plan time to study for each examination task.

Begin the first stages of an assessment task the night you get it. Make sure you understand the task and see your teacher immediately if you don't. Start your collection of information as soon as possible if it is a research task.

Don't spend all your study time on assessments. Give time also to organising, revising and learning from your class notes, texts and by resources. Plan for this.

Check out the marking guidelines for a task or find out what you have to do to achieve at the high and highest levels of achievement. See how close you can get to it.

Evaluate your work when the assessment task is returned. Work with your teacher on this but be settled and calm when you do.

Ancient History (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 8 2016	Term 1 Weeks 9/10 2017	Term 2 Week 7	Term 3 Week 1	Term 3 Weeks 3/4
Type of Task		Research Analysis Pompeii (in-class)	Mid Course Exam	Source Analysis (in-class) Akhenaten	Research Essay (in-class) Greece	Trial HSC Exam
Knowledge and understanding of course content	40	5	5	5	5	20
Source based-skills: analysis, synthesis and evaluation of historical information from a variety of resources	20	5	5	5		5
Historical inquiry and research	20	5		5	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5	
Task Weight	100	20	15	20	20	25
Outcomes Assessed		H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2	H1.1, H2.1, H3.3, H3.4, H3.6, H4.1, H4.2	H1.1, H3.1, H3.4, H4.2	H1.1, H2.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2

Biology (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 6 2016	Term 1 Weeks 9/10 2017	Term 2 Week 8	Term 3 Weeks 3/4
Type of Task		Practical Investigation and Report	Mid Course Exam	Report	Trial HSC Exam
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 development in biology cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	40	5	10	5	20
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30	8	5	12	5
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30	12	5	8	5
Task Weight	100	25	20	25	30
Outcomes Assessed		H3, H5, H12, H13, H14,	H1-H10, H13-H14	H8, H10, H11, H13, H15	H1-H16

Updated 7/5/17

Business Studies (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 8 2016	Term 1 Weeks 9/10 2017	Term 2 Week 5	Term 3 Weeks 3/4	Term 3 Week 7
		Stimulus Based Skills Finance	Mid Course Exam	Human Resources	Trial HSC Exam	Trial HSC Exam 2
Knowledge and understanding of course content	40		15		25	
Stimulus-based skills	20	20				
Inquiry and research	20			20		
Communication of business information, ideas and issues in appropriate forms	20		10		10	
Task Weight	100	20	25	20	35	????
Outcomes Assessed		H2, H5, H6, H8, H9, H10	H1-H10	H2, H4,-H9	H1 – H10	H1 – H10

Catholic Studies (2017)

Type of Course: Board Endorsed (Parramatta Diocesan Course) Non-ATAR

Unit Value: 1

HSC Internal Assessment Outline:

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2016	Term 1 Week 8 2017	Term 2 Week 6	Term 3 Week 2
Type of task		Stimulus Research	Research Essay	Report	Exam
Core 7 Religion in Australia	12.5	12.5			
Elective II Pilgrimages	12.5		12.5		
Core 5 Christian Vision of the World	12.5			12.5	
Core 6 Spiritual Pathways	12.5				12.5
Task Weight	50	12.5	12.5	12.5	12.5
Outcomes accessed		C6.4, C6.9, C6.10, C6.11, C6.12,	C6.2, C6.4, C6.9, C6.10, C6.11, C6.12,	C6.6, C6.8, C6.9, C6.10, C6.11, C6.12,	C6.4, C6.6, C6.8, C6.9, C6.10, C6.11, C6.12

Chemistry (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 2 2017	Term 1 Weeks 9/10	Term 2 Week 8	Term 3 Weeks 3/4
Type of Task		Response to Research	Mid Course Exam	Practical Investigation	Trial HSC Exam
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 development in chemistry Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 	40	10	10		20
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources 	30	5		20	5
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	30	10	10	5	5
Task Weight	100	25	20	25	30
Outcomes Assessed		H1, H2, H3, H4, H13, H16	H1-H9, H11-H14	H8, H10, H11, H12, H13, H14	H1-H16

Design and Technology (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 7 2016	Term 1 Week 4 2017	Term 1 Weeks 9/10	Term 2 Week 2	Term 3 Week 3
Type of Task		MDP Proposal Management	Innovation Case Study	Mid Course Exam	Commercial and Industrial Practices Case Study	HSC Trial Exam
Innovation and Emerging Technology	40	-	10	10	10	10
Designing and Producing	60	25	-	10	15	10
Task Weight	100	25	10	20	25	20
Outcomes Assessed		H1.1,H2.1 H4.1, H4.3 H5.1, H5.2	H1.1,H1.2 H2.1, H2.2 H3.1, H6.1	H1.1, H1.2 H2.2, H3.1 H4.3. H5.2 H6.2	H2.1, H2.2 H3.1, H3.2 H4.2, H5.1 H 6.1	H1.1, H2.1 H2.2, H3.1 H3.2, H4.2 H5.1, H5.2 H6.1, H6.2

Earth and Environmental Science (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 5
		Term 1 Week 2	Term 1 Weeks 9/10	Term 2 Week 5	Term 3 Weeks 3/4
Type of Task		Response to Research	Mid Course Exam	Practical Investigation	Trial HSC Exam
Knowledge and understanding of: <ul style="list-style-type: none"> the history, nature, and practice of Earth and Environmental Science, applications and uses of Earth and Environmental Science and their implications for society and the environment, and current issues, research and developments in Earth and Environmental Science the resources of the Earth, the abiotic features of the environment, models to explain structures and processes of change, Australian resources and biotic impacts on the environment 	40	10	10		20
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30	5		20	5
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30	10	10	5	5
Task Weight	100	25	20	25	30
Outcomes Assessed		H1-H4, H7, H8, H16	H1-H14	H7, H10-H14	H1-H16

Economics (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 9 2016	Term 1 Weeks 9/10 2017	Term 2 Week 7	Term 3 Weeks 3/4	Term 3 Week 7
Type of Task		Research / In-Class Response - The Global Economy	Mid Course Exam	Research / Report The Budget	Trial HSC Exam	Trial HSC Exam 2
Knowledge and understanding of course content	40		15		12	13
Stimulus-based skills	20		10		6	4
Inquiry and research	20	10		10		
Communication of economic information, ideas and issues in appropriate forms	20	10		10		
Task Weight	100	20	25	20	18	17
Outcomes Assessed		H1, H3, H4, H8, H9, H10, H12	H1-H8, H11, H12	H1, H2, H4, H7, H9, H10, H11, H12	H1-H12	H1-H12

English (Advanced) (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weighting	Task 1a	Task 1b	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 6 2016	Term 1 Week 2 2017	Term 1 Weeks 9/10	Term 2 Week 5	Term 2 Week 9	Term 3 Weeks 3/4
Type of Task		Reading / Writing	Writing	Mid Course Exam-Speaking	Reading/ Viewing/ Rep	Listening	Trial HSC Exam
Area of Study: Discovery – <u>The Awakening</u>	40	5 (R) 10 (W)	15 (W)				10 (R-5, W – 5)
Module C: People and Politics: <u>The Crucible</u> (Drama)	20			15 (S-15)			5 (W-5)
Module A: Comparative Study – Intertextual Perspectives: <u>Julius Caesar</u> and <u>The Prince</u>	20				15 (R-5) (V-10)		5 (W-5)
Module B: Critical Study of Texts: <u>William B Yeats</u> (Poetry)	20					15 (L-15)	5 (W-5)
Task Weight	100	15	15	15	15	15	25
Outcomes Assessed		7, 8, 11	2, 4, 6, 8	1, 3, 5, 6, 10, 13	5, 6, 9, 11, 12, 12A, 13	1, 2, 2A, 6, 10	1, 2, 4, 6, 7, 8

V = Viewing/Representing

S = Speaking

R = Reading

L = Listening

W = Writing

English Extension 1 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

HSC Internal Assessment Outline:

Course Components		Syllabus Weightings	Task 1	Task 2	Task 3
			Term 1 Week 5 2017	Term 2 Week 9	Term 3 Weeks 3/4
Type of Task			Mid Course Exam Critical Essay	Speech	Trial HSC Exam Reading / Writing
Module C: Romanticism	Knowledge and understanding of complex texts and of how and why they are valued	25	5	10	10
	Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	25	5	10	10
Task Weight		50	10	20	20
Outcomes Assessed			E 1, 2, 4	E 1, 2, 3	E 1, 2, 3

English Extension 2 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

HSC Internal Assessment Outline:

Course Components		Syllabus Weightings	Task 1	Task 2	Task 3
			Term 1 Week 2 2017	Term 2 Week 2	Term 2 Week 9
Type of Task			Viva Voce	The Report	Draft Major Work
	Skills in extensive independent investigation	25	5	10	10
	Skills in sustained composition	25	5	5	15
Task Weight		50	10	15	25
Outcomes Assessed			E 1, 2	E 1, 2	E 1, 2

English (Standard) (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1a	Task 1b	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 6 2016	Term 1 Week 2 2017	Term 1 Weeks 9/10	Term 2 Week 4	Term 2 Week 9	Term 3 Weeks 3/4
Type of Task		Reading/ Writing	Writing	Mid Course Exam - Speech	Viewing/ Rep	Listening	Trial HSC Exam
Area of Study: <u>Discovery – Life of Pi</u>	40	15 (R-5) (W-10)	15 (W-15)				10 (R-5, W-5)
Module C: <u>Texts and Society - Educating Rita</u> (Drama)	20			15 (S-15)			5 (W-5)
Module A: <u>Distinctly Visual - Henry Lawson – Short Stories</u>	20				15 (V-10) (R-5)		5 (W-5)
Module B: <u>Close Study of Text - Wilfred Owen</u> (Poetry)	20					15 (L-10) (R-5)	5 (W-5)
Task Weight	100	15	15	15	15	15	25
Outcomes Assessed		7, 8, 11	2, 4, 6, 8	1, 4, 7, 13	4, 5, 7, 9, 12	2, 4, 6, 13	1, 4, 6, 7, 8

V = Viewing/Representing

S = Speaking

R = Reading

L = Listening

W = Writing

English Studies (2017)

Type of Course: Board Endorsed (Parramatta Diocesan Course) Non-ATAR

Unit Value: 2

HSC Internal Assessment Outline:

Course Components		Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 8 2016	Term 1 Week 9 2017	Term 2 Week 9	Term 3 Week 1
Type of task			Writing – Blog	I-Movie	Research / Listening	Writing / Speaking
Playing the Game	Develop knowledge and understanding of various forms of texts and how language is used to convey meaning	30	15		10	5
We Are Australia (Mandatory)	Develop skills in reading, writing, listening, viewing and representing	30	10	10	10	
English in the Media	Develop knowledge and skills using language effectively and appropriately	25	10		10	5
English and the Family	Develop skills in planning and working individually and collaboratively	15		5		10
Task Weight		100	35	15	30	20
Outcomes accessed			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

Food Technology (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 10 2016	Term 1 Week 7 2017	Term 1 Weeks 9/10	Term 2 Week 8	Term 3 Weeks 3/4
Type of Task		AFI Case Study	Research Report & Practical Task	Mid Course Exam	Food Product Development	Trial HSC Exam
Knowledge and understanding of food technology	20	5	5	5		5
Skills in researching, analysing and communicating food issues	30	5	5	5	5	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	5	15		10	
Skills in designing, implementing and evaluating solutions to food situations	20	10			10	
Task Weight	100	25	25	10	25	15
Outcomes assessed		H3.1, H3.2, H5.1, H2.1	H1.1, H4.2	H1.1, H2.1, H3.2, H4.2, H5.1	H1.3, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1

French Beginners (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 9 2016	Term 1 Week 5 2017	Term 1 Weeks 9/10	Term 2 Week 6	Term 3 Week 3/4
Type of Task		Speaking Task Conversation	Writing Task Letter	Mid Course Exam Listening/ Reading	Speaking Task Conversation	Trial HSC Exam Listening/ Reading/ Writing
Speaking	20	10 (C-10)			10 (C-10)	
Listening	30			15 (LC-15)		15 (LC-15)
Reading	30			15 (RC-15)		15 (RC-15)
Writing	20		10 (WR-10)			10 (WR-10)
Task Weight	100	10	10	30	10	40
Outcomes assessed		1.1-1.4	3.1-3.4	2.1-2.6	1.1-1.4	2.1-2.6, 3.1-3.4

C = Conversation LC = Listening Comprehension RC= Reading Comprehension WR = Written Response

History Extension (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1a	Task 1b	Task 2	Task 3	Task 4
		Term 4 Week 9 2016	Term 1 Week 3 2017	Term 1 Weeks 9/10	Term 2 Week 10	Term 3 Weeks 3/4
Type of Task		Proposal	Draft	Mid Course Exam	History Project	Trial HSC Exam
Knowledge and understanding of significant historical ideas and processes.	10			5		5
Skills in designing, undertaking and communicating historical inquiry- the History Project	40	2.5	2.5		35	
Task Weight	50	2.5	2.5	5	35	5
Outcomes Assessed		E1.1, E2.1	E1.1, E2.1	E1.1, E2.2, E2.3	E1.1, E2.2, E2.3	E1.1, E2.2, E2.3

Industrial Technology – Multimedia (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2016	Term 1 Weeks 9/10 2017	Term 2 Week 8	Term 3 Weeks 3/4
Type of Task		Major Project Development Proposal	Mid Course Exam	Folio Component	Trial HSC Exam
Industry Study	15		5		10
Major Project	60	20		40	
Industry Related Manufacturing Technology	25		10		15
Task Weight	100	20	15	40	25
Outcomes assessed		H2.2, H3.1, H3.2, H3.3, H4.3, H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H7.1, H7.2	H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, H2.1, H2.2	H1.1, H1.2, H1.3, H4.3, H7.1, H7.2

Legal Studies (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 7 2016	Term 1 Weeks 9/10 2017	Term 2 Week 6	Term 3 Week 3/3	Term 2 Weeks 9
Type of Task		In- Class Response	Mid Course Exam	Hand-in	Trial HSC Exam 1	Trial HSC Exam
Knowledge and understanding of course content	60		20	10	15	15
Inquiry and research	20	20				
Communication of Legal Studies information, issues and ideas in appropriate forms	20		5	10	2	3
Task Weight	100	20	25	20	17	18
Outcomes Assessed		H1 - H9	H1- H10	H1, H4-H10	H1- H10	H1- H10

Mathematics (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 7 2016	Term 1 Weeks 9/10 2017	Term 2 Week 7	Term 3 Weeks 3/4	Term 3 Week 6
Type of Task		Exam	Mid Course Exam	Exam	Trial HSC Exam	Trial 2 HSC Exam
Concepts, skills and techniques	50	7.5	10	10	17.5	5
Reasoning and communication	50	7.5	10	10	17.5	5
Task Weight	100	15	20	20	35	10
Outcomes Assessed		P4, H1, H2, H4, H5	H1, H2, H4, H5, H6, H7, H8, H9, P1-P8	P3-P8, H1, H5, H8, H9	H1-H9, P1-P8	H1-H9, P1-P8

Mathematics Extension 1 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

HSC Internal Assessment Outline:

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2016	Term 1 Weeks 9/10 2017	Term 2 Week 7	Term 3 Weeks 3/4
Type of Task		Exam	Mid Course Exam	Exam	Trial HSC Exam
Concepts, skills and techniques	25 (50)	3.75 (7.5)	7.5 (15)	5 (10)	8.75 (17.5)
Reasoning and communication	25 (50)	3.75 (7.5)	7.5 (15)	5 (10)	8.75 (17.5)
Task Weight	50 (100)	7.5 (15)	15 (30)	10 (20)	17.5 (35)
Outcomes Assessed		H2, HE2, PE2, PE3, PE6	HE1, HE6, HE7, PE2, PE3, PE4, PE5, PE6	H1-H9, HE1, HE3, HE5-HE7	PE1-PE6 HE1-HE7

Note: Extension 1 (2Unit) in brackets in table

Students entered for a total of 3 Units of Mathematics will complete the tasks for Extension 1 (1Unit)

Students entered for a total of 4 Units of Mathematics will complete the tasks in brackets

Mathematics Extension 2 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 5 2017	Term 1 Weeks 9/10	Term 2 Week 7	Term 3 Weeks 3/4	Week 6 Term 3
Type of Task		Exam	Mid Course Exam	Exam	Trial HSC Exam	Trial 2 HSC Exam
Concepts, skills and techniques	50	7.5	10	10	17.5	5
Reasoning and communication	50	7.5	10	10	17.5	5
Task Weight	100	15	20	20	35	10
Outcomes Assessed		E1, E2, E3, E6,	H6, HE6, E1, E2, E3, E6, E7, E8, E9	E1, E2, E3, E4, E6, E7, E8, E9	E1-E9	E1-E9

Mathematics General (1) (2017)

Type of Course: Board Developed (Non-ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2016	Term 1 Weeks 9/10 2017	Term 2 Week 7	Term 3 Weeks 3/4
Type of Task		Exam	Mid Course Exam	Assignment	Trial HSC Exam
Concepts, Skills and Techniques	50	7.5	15	10	17.5
Reasoning and Communication	50	5	15	10	17.5
Task Weight	100	15	30	20	35
Outcomes Assessed		MGP1, MGP2, MGP3, MGP6, MGP7, MGP9, MGP10, MG1H1, MG1H2, MG1H6, MG1H9,	MGP1-MGP10, MG1H1-MG1H7, MG1H9, MG1H10	MG1H1-MG1H5, MG1H8-MG1H10	MGP1-MGP10, MG1H1-MG1H10

Mathematics General (2) (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 7 2016	Term 1 Weeks 9/10 2017	Term 2 Week 7	Term 3 Weeks 3/4	Term 3 Week 6
Type of Task		Exam	Mid Course Exam	Exam	Trial HSC Exam	Trial 2 HSC Exam
Concepts, Skills and Techniques	50	7.5	10	10	17.5	5
Reasoning and Communication	50	5	10	10	17.5	5
Task Weight	100	15	20	20	35	10
Outcomes Assessed		MGP1, MGP2, MGP3, MGP6, MGP7, MGP9, MGP10, MG2H1, MG2H3, MG2H5, MG2H6, MG2H9, MGH10	MGP1-MGP10, MG2H1-MG2H7, MG2H9, MG2H10	MG2H1-MG2H5, MG2H7-MG2H10	MGP1-MGP10, MG2H1-MG2H10	MGP1-MGP10, MG2H1-MG2H10

Modern History (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 7 2017	Term 1 Weeks 9/10	Term Week 5	Term 2 Week 10	Term 3 Weeks 3/4
Type of Task		Research Essay	Mid Course Exam	Source Analysis Task (in- class)	Perspective and Interpretation	Trial HSC Exam
Knowledge and understanding of course content	40	5	5	10	10	10
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of resources	20		5		5	10
Historical inquiry and research	20	10		5	5	
Communication of historical understanding in appropriate forms	20	5	5	5		5
Task Weight	100	20	15	20	20	25
Outcomes Assessed		H1.1, H1.2, H2.1, H3.4, H3.5, H4.1, H4.2	H1.1, H1.2, H2.1, H3.3, H3.4, H4.2	H1.2, H2.1,H3.1, H3.5, H4.2	H1.1, H1.2, H2.1,H3.1, H3.2, H3.4, H3.5	H1.1, H1.2, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2

Music 1 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2016	Term 1 Weeks 9/10 2017	Term 2 Week 2	Term 3 Weeks 3/4
Type of Task		Core Composition & Portfolio	Mid Course Exam & Presentation of Core Performance & Electives	Core Musicology Research & Analysis	Trial HSC Aural Exam & presentation of Electives 2 & 3
Core Performance	10		10		
Core Composition	10	10			
Core Musicology	10			10	
Core Aural	25		10		15
Elective 1	15		15		
Elective 2	15				15
Elective 3	15				15
Task Weight	100	10	35	10	45
Outcomes Assessed		H3, H4, H5, H7	H1-H11*	H2, H4, H5, H6	H1-H11*

*Teachers will select the appropriate outcomes based on the elective options selected by each student

Personal Development, Health and Physical Education (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
Type of Task		Term 4 Week 8 2016	Term 1 Weeks 9/10 2017	Term 2 Week 7	Term 3 Week 1	Term 3 Weeks 3/4
Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves 	40	5		5		30
Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity 	30	5	15	10		
Skills in critical thinking, research and analysis	30	5	5	5	15	
Task Weight	100	15	20	20	15	30
Outcomes Assessed		H8, H13, H16-H17	H1- H6, H14- H16	H7- H9, H11, H16, H17	H7, H8, H11, H16, H17	H1-H17

Physics (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6 2017	Term 1 Weeks 9/10	Term 2 Week 10	Term 3 Weeks 3/4
Type of Task		Applications Assignment & Presentation	Mid Course Exam	Practical Investigation	Trial HSC Exam
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 development in physics kinematics and dynamics, energy, waves, fields and matter 	40	5	15		20
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30	10		15	5
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30	15	5	5	5
Task Weight	100	25	20	25	30
Outcomes Assessed		H4, H5, H7, H9, H11-H13	H1-H9, H11-H16	H5-H9, H11, H12, H14-H151	H1-H16

Senior Science (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 4	Task 5
		Term 1 Week 2 2017	Term 1 Weeks 9/10	Term 2 Week 8	Term 3 Weeks 3/4
Type of Task		Response to Research	Mid Course Exam	Practical Investigation	Trial HSC Exam
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 Internal and external environments, chemical changes, organs and systems of the body and energy 	40	5	10	5	20
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30	5	5	15	5
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30	10	5	10	5
Task Weight	100	20	20	30	30
Outcomes Assessed		H1-H9	H1-H14	H1, H7 – H15	H1 – H16

Society and Culture (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 9 2016	Term 1 Weeks 9/10 2017	Term 2 Week 2	Term 3 Weeks 3/4	Term 3 Week 6
Type of Task		Topic Test	Mid Course Exam	Research Methods (hand in)	Trial HSC Exam	Essay (in class)
Knowledge and understanding of course content:	50	5	15	5	20	5
Application and evaluation of social and cultural research methodologies	30	5	10	5	5	5
Communication of information, ideas and issues in appropriate forms	20		5	5	5	5
Task Weight	100	10	30	15	30	15
Outcomes Assessed		H1, H2, H3, H4	H1-H5, H7, H8, H10	H1, H3, H9, H10	H1, H3, H5, H7, H8, H10	H1, H3, H5, H7, H10

Studies of Religion I (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2016	Term 1 Weeks 9/10 2017	Term 2 Week 6	Term 3 Weeks 3/4
Type of Task		Research Task and Report	Mid Course Exam	In Class Essay	Trial HSC Exam
Knowledge and understanding of course content	20	5	2.5	5	10
Source-based skills	10		2.5	7.5	
Investigation and research skills	10	2.5	5	2.5	
Communication of information, ideas and issues in appropriate forms	10				10
Task Weight	50	7.5	10	15	20
Outcomes Assessed		H1-H6, H8, H9	H1-H6, H8	H1-H9	H1-H9

Studies of Religion II (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2016	Term 1 Weeks 9/10 2017	Term 2 Week 6	Term 3 Weeks 3/4
Type of task		Written Report	Mid Course Exam	In-Class Essay	Trial HSC Exam
Knowledge and understanding of course content	40		15	5	20
Source-based skills	20			10	10
Investigation and research skills	20	10	5	5	
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Task Weight	100	15	25	25	35
Outcomes assessed		H1-H6, H8, H9	H1-H9	H1, H2, H4-H9	H1-H9

Textiles and Design (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 8 2016	Term 1 Week 6 2017	Term 1 Weeks 9/10	Term 2 Week 6	Term 3 Weeks 3/4
Type of task		Major Work Proposal and Presentation	Experimental Work	Mid Course Exam	ACTFAI Report	Trial HSC Exam
Design – project proposal and presentation for MTP	15	10		5		
Properties and Performance – a study of fibre, yarns and fabrics	20		10	5		5
ACTFAI- research and report on the industry	15				10	5
Major Textile Project	50	10	15	10		15
Task Weight	100	20	25	20	10	25
Outcomes assessed		H2.1, H1.3, H1.2	H6.1, H2.1	H2.2, H2.3, H4.1, H4.2	H1.1, H2.3, H4.1, H4.2, H6.1	H1.2, H1.3, H2.1, H6.1, H2.1, H3.1, H3.2, H6.1, H5.1, H5.2

Visual Arts (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 7 2016	Term 1 Week 5 2017	Term 1 Weeks 9/10	Term 3 Week 1	Term 3 Weeks 3/4
Type of Task		Essay and VAD Research	Exhibition and VAD Research	Mid Course Exam	Exhibition and VAD	Trial HSC Exam
Artmaking	50	5	15		30	
Art criticism and art history	50	5		15		30
Task Weight	100	10	15	15	30	30
Outcomes Assessed		H1-H4, H8, H9	H1-H6	H7, H8, H9, H10	H1-H6	H7-H10

Visual Design (2017)

Type of Course: Board Content (Non ATAR)

Unit Value: 1

HSC Internal Assessment Outline:

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Term 4 Week 8 2016	Term 1 Week 7 2017	Term 3 Week 6
Type of Task		Exhibition, Critical/Historical Research and Exam (in class)	Exhibition and Critical / Historical Research and Exam	Exhibition and Critical / Historical Research
Design and Making - knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment	35	5	10	20
Critical and Historical Studies - knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design	15	2.5	5	7.5
Task Weight	50	7.5	15	27.5
Outcomes Assessed		DM1-DM6 CH1-CH4	DM1-DM6 CH1-CH4	DM1-DM6 CH1-CH4

VOCATIONAL EDUCATION AND TRAINING FRAMEWORK COURSES

School delivered Vocational Courses offered for the 2016 Preliminary / 2017 HSC year:

School Delivered

- **Construction – 240 hours**
- **Entertainment – 240 hours**
- **Hospitality-Kitchen Operation 240 hours**
- **Hospitality-Food and Beverage 240 hours**

VET framework courses deliver dual qualifications for the HSC and for industry and have dual assessment systems for these qualifications.

1. Competency Based Assessment

VET Courses are assessed against competency standards. These competency standards are detailed on www.training.gov.au. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills demonstrated in an industry context. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and have employability skills that include problem solving.

Assessment against individual units of competency is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continuous basis.

The techniques used for collecting evidence of competency may include:

- workplace performance
- role play/simulation
- oral questioning
- tests or examinations
- demonstration of specific skills/knowledge
- a project
- written exercises
- oral presentations
- finished products

Remember: In competency based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

2. Standards Referenced Assessment

Students studying VET courses can choose to sit the HSC Examination and may have **one** VET Curriculum Framework course mark counted towards their ATAR. The external HSC Examination for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR **must** sit the HSC examination.

The marking of the HSC examination is standards referenced as is the marking of general HSC courses. Internal examinations will be based on standards referenced assessment to give students HSC practice. Internal examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. A HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The

HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination.

A schedule of standards referenced tasks, assessment and examinations, is set out below.

- Year 12 Mid Course Examination
- The Trial HSC Examination

Externally Delivered Content Endorsed Courses

Students attending an externally delivered VET course must understand that they are studying in an Adult Learning Environment, and as such must accept responsibility for their own learning. Trainers will not chase students for work that is due or offer repeat opportunities for competency based assessment if the student is absent from class (please see attendance statement below).

1. Competency Based Assessment

Externally Delivered Courses are assessed against competency standards. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Leader of Learning.
3. The Leader of Learning will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the VET Leader of Learning so that your concerns and those of the teacher can be addressed.
5. The outcome of this meeting may be:
 - (a) original result stands;
 - (b) a revised assessment by the teacher;
 - (c) a new assessment task for **part** of the disputed tasks; or
 - (d) a **full** assessment task to be completed in place of the disputed task.

2. Standards Referenced Assessment

Students studying VET courses can choose to sit the HSC Examination and may have **one** VET course mark counted towards their ATAR. The external HSC Examination for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR **must** sit the HSC examination.

The marking of the HSC examination is standards referenced as is the marking of general HSC courses. Some tasks and internal examinations will be based on standards referenced assessment to give

students HSC practice. Internal examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. A HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination.

A schedule of standards referenced tasks, assessment and examinations, is set out below.

- Year 12 Mid Course Examination
- The Trial HSC Examination

WORK PLACEMENT

Students undertaking VET Industry Curriculum Framework courses (Construction, Entertainment and Hospitality) should note that work placement is a **COMPULSORY** component of their course. Thirty five hours each year of the course is a mandatory requirement for all VET courses.

- Work placement allows the student to apply the theory and practical skills learnt in class.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject.
- Students will be offered placement in the Sydney Metropolitan area. Students are required to accept the place offered.
- Students will complete their work placement during a nominated time. Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance and students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement.
- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their placement and avoid losing the placement to another student or school.
- Students can use their **current** casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The VET Leader of Learning will assess the application and students will be informed as to the success of their application.
- Students, parents/caregivers and employers will be required to complete the Student Placement Record. This form outlines expected behaviour whilst the student is on work placement.
- Absences from work placement **MUST** be reported to the employer and to the school. In the case of illness a medical certificate **MUST** be produced upon returning to school and any hours lost in the workplace will be made up at another time.

VET Construction (2017)

CPC20211 Certificate II in Construction Pathways

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline:

Units of Competency	TASK 1	TASK 2	TASK 3	Mid Course Exam	Trial HSC Exam
	Term 4 Week 9 2016	Term 1 2017	Term 2/3	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Task	Portfolio and Practical task	Portfolio and Practical task	Examination	Examination
Brick and Concrete Shoes	✓				
All Framed Up		✓			
School Based project			✓		
Competencies being assessed	CPCCB2001A CPCCB2002A CPCCO2013A CPCCCM2006B	CPCCCM2001A CPCCM1012A	CPCCCM2005B CPCCCM1013A CPCCCM2004A	CPPCCOHS1001A CPCCOHS2001A CPCCCM1015A CPCCCM1014A CPCCM20001A CPCCCM1012A CPCCCM2005B CPCCCM1013A	CPPCCOHS1001A CPCCOHS2001A CPCCCM1015A CPCCCM1014A CPCCCM2001A CPCCCM1012A CPCCCM2005B CPCCCM1013A

VET Entertainment (2017)

CUA30415 SOA Certificate III in Live Production and Services

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Competency Assessment Tasks and NESA Examinations	TASK 1 Competency Assessment Task	TASK 2 Competency Assessment Task	Task 3 Competency Assessment Task	Mid Course Exam	Trial HSC Exam
	Term 4 Week 9 2016	Term 1 2017	Terms 2/3	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Task	Portfolio and Practical Task	Portfolio and Practical Task	Examination	Examination
Bright Lights	✓				
Curtain Call		✓			
Curtain Call			✓		
Competencies being assessed	CUAIND301 SITXCCS303 CUALGT301 CUALGT304	CUAVSS302 CUASTA202 CPCCC02013A CUASTA301 CUASTA303	CUAVSS302 CUASTA202 CPCCC02013A CUASTA301 CUASTA303	SITXCCS303 CUASOU301 CUALGT301 CPCCOHS1001A CUAWHS302 CUAIND301 CUAVSS302 CUASTA301	SITXCCS303 CUASOU301 CUALGT301 CPCCOHS1001A CUAWHS302 CUAIND301 CUAVSS302 CUASTA301

VET Hospitality – Food and Beverage (2017)

SIT20213 Certificate II in Hospitality

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Competency Assessment Tasks and NESA Examinations	TASK 3	TASK 4	Mid Course Exam	Trial HSC Exam
	Term 4 Week 9 2015	Term 2 Week 8 2017	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Task	Research and Presentation	Examination	Examination
Café Operations	✓			
Industry Facts		✓		
Competency being assessed	SITXCCS202 SITHFAB203 SITHFAB206 SITHFAB204 SITHIND202	SITHIND201 BSBWOR203B SITXCOM201 BSBSUS201A		

VET Hospitality - Kitchen Operations (2017)

SIT20312 Certificate II in Kitchen Operations

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Competency Assessment Tasks and NESA Examinations	TASK 3	TASK 4	TASK 5	Mid Course Exam	Trial HSC Exam
	Term 4 Week 9 2016	Term 2 Week 8 2017	Term 3 Week 6	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Task	Research and Presentation	Portfolio and Practical task	Examination	Examination
Kitchen Skills 2	✓				
Kitchen Skills 3			✓		
Industry Facts		✓			
Competency being assessed	SITHCCC103 SITHCCC202 SITXFSA201 SITXINV202	SITHIND201 BSBWOR203B BSBSUS201A	SITHCCC201 SITHCCC207		

St Patrick's Marist College, Dundas

Year 12

Term 4, 2016 as at 2/11/16

ASSESSMENT TASK CALENDAR

MONTH	DATE	COURSE	TASK TYPE
November	16 Nov	English Standard	Task 1 – Reading / Writing
		English Advanced	Task 1 – Reading / Writing
		Biology	Task 1 - Practical Exam
	22 Nov	Legal Studies	Task 1 - Research Task
	23 Nov	General Mathematics 1	Task 1 - Exam
		Mathematics 2 Unit	Task 1 - Exam
		General Mathematics 2	Task 1 - Exam
	25 Nov	Visual Arts	Task 1 – Essay and VAD Research
		Design & Technology	Task 1 – MDP Project Management
		Industrial Technology – Multimedia	Task 1 - Presentation
		Mathematics Extension 1	Task 1 - Exam
	28 Nov	Ancient History	Task 1 – Research Analysis Pompeii
	29 Nov	Visual Design	Task 1 – Research & Exam
Business Studies		Task 1 - Stimulus Skill	
30 Nov	English Studies	Task 1 – Writing Task	
December	1 Dec	Textiles and Design	Task 1 – Major Work Proposal & Presentation
	2 Dec	PDHPE	Task 1 - Extended Response
	5 Dec	Hospitality – Kitchen Operations	Task 1 – Portfolio & Practical
		Religion, Catholic Studies	Task 1 - Stimulus Research
		Studies of Religion I	Task 1 – Source Questions
		Studies of Religion II	Task 1 - Source Questions
	6 Dec	French	Task 1 - Conversation
	7 Dec	History Extension	Task 1 - Proposal
		Society and Culture	Task 1 - Topic Test
	8 Dec	Software Design & Development	Task 1 - Exam
	9 Dec	Music 1	Task 1 - Core Composition
Economics		Task 1 - Research / Hand in	
12 Dec	Food Technology	Task 1 – Case Study	

St Patrick's Marist College

Year 12

2017 ASSESSMENT TASK CALENDAR

TERM	DATE	SUBJECT	TASK
Term 1	6 February	Earth & Environmental Science	Task 1 Response (in class)
		Senior Science	Task 1 (in class)
		English Extension 2	Task 2 Viva Voce
		Chemistry	Task 1 Response (in class)
	8 February	English Advanced	Task 1b Writing
		English Standard	Task 1b Writing
	15 February	History Extension	Task 1b Draft (hand in)
	20 February	Design & Technology	Task 2 Case Study (in class)
	27 February	Visual Arts	Task 2 Exhibition & VAD Research(hand in all week)
	28 February	French	Task 2 Writing
	3 March	Mathematics Ext 2	Task 1 Exam (before school)
	6 March	Physics	Task 1 Assignment & Presentation
	10 March	Textiles & Design	Task 2 Experimental Work (hand in)
	13 March	Visual Design	Task 2 Research / Exam (hand in all week)
		Food Technology	Task 2 Prac (in class)
		Modern History	Task 1 Research (hand in)
	17 March	Food Technology	Task 2 Food Manufacture Theory (hand in)
	24 March	English Studies	Task 2 i-Movie
		Catholic Studies	Task 1 Research Essay
29 March	English Extension 1	Task 1 Critical Essay	
Term 1 – Weeks 9/10 Mid Course Exams			
Term 2	1 May	English Extension 2	Task 2 Report
		Design & Technology	Task 4 Case Study (hand in)
	2 May	Society & Culture	Task 3 Research (in class)
	17 May	English Standard	Task 3 Reading / Viewing/ Rep (hand in)
		English Advanced	Task 3 Viewing / Rep (hand in)
		Earth & Environmental Science	Task 3 Prac Investigation (in class)
	22 May	Modern History	Task 3 Source Analysis (in class)
		Business Studies	Task 3 Human Resources
	26 May	Music	Task 3 Musicology (in class)
	29 May	French	Task 4 Speech
	30 May	Legal Studies	Task 3 Consumers
		Catholic Studies	Task 3 Report
	31 May	Textiles & Design	Task 4 ATCFAI Report (hand in)
	5 June	Mathematics General 1	Task 3 Assignment
		Mathematics 2 unit	Task 3 Exam
		Mathematics General 2	Task 3 Exam
		Ancient History	Task 3 (in class)
		Mathematics Ext 2	Task 3 Exam
		PDHPE	Task 3 Video Analysis (in class)
	7 June	Mathematics Ext 1	Task 3 Exam (before school)
		Economics	Task 3 Research / Report (in class)
13 June	Hospitality – Food & Beverages	Task 4 Research & Presentation (w/c)	
	Hospitality – Kitchen Operations	Task 4 Research & Presentation (w/c)	
	Food Technology	Task 3 Prac (in class)	
14 June	Chemistry	Task 3 Prac Investigation	

		Senior Science	Task 4 Prac investigation
	15 June	Food Technology	Task 3 Food Product Theory (hand in)
	16 June	Industrial Technology - Multimedia	Task 3 Folio
		Physics	Task 3 Prac Investigation (hand in)
		Mathematics Ext 2	Task 3 Exam (before school)
	19 June	English Standard	Task 4 Listening
		English Advanced	Task 4 Listening
		Legal Studies	Task 5 Trial 2 (in class)
		Biology	Task 3 Report (in class)
	21 June	English Extension 2	Task 3 Major Work
		English Extension 1	Task 2 Speech
	23 June	English Studies	Task 3 Research / Listening
	26 June	Modern History	Task 4 Perspective & Investment (hand in)
28 June	History Extension	Task 3 Project (hand in)	
Term 3	18 July	PDHPE	Task 4 Case Study (hand in)
		Ancient History	Task 4 (in class)
	20 July	Visual Arts	Task 4 Exhibition & VAD Research (hand in)
	Term 3 – Weeks 3/4 Trial HSC Exams		
	21 August	Visual Design	Task 3 Exhibition & CH Research (in class all week)
		Hospitality – Kitchen Operations	Task 5 Portfolio (w/c)
	22 August	English Studies	Task 4 Writing /Speaking
		Society & Culture	Task 5 Essay (in class)
	25 August	Mathematics General 2	Task 5 Trial 2
		Mathematics	Task 5 Trial 2
Mathematics Extension 2		Task 5 Trial 2	
29 August	Economics	Task 5 Trial 2	
	Business Studies	Task 5 Trial 2	



St Patrick's Marist College

Higher School Certificate

Assessment Agreement Form

I (please print full name), _____ have read and understand the requirements of Assessment as outlined in the Higher School Certificate Assessment Policy and Schedules Handbook.

In particular, I understand and accept the following:

1. A student must complete all the Assessment requirements in each course to be considered to have completed the Course.
2. Work submitted must be the student's own work. There are penalties for plagiarism and copying.
3. A student must submit all required Assessment Tasks. This includes completing all examination tasks.
4. Penalties are involved if Assessment Tasks are not attended or are submitted late. I understand the penalties involved are outlined in the handbook.
5. Parents/Guardians will be notified by the College in writing regarding late submission, non attendance at each task or non-submission of tasks.
6. **Documentary evidence must be provided for a student who is claiming illness or misadventure as the reason for late submission, non submission or non attendance of a Task.**
7. It is a student's responsibility to follow the correct procedure in submitting Assessment Tasks. If a student is to be away on the day of an Assessment Task the College must be informed.
8. Should a problem arise regarding an Assessment Task the student must approach the Head of Department before the due date for that Task.
9. **It is the student's responsibility to ensure they have a backup copy for any task that is submitted, whether it is handwritten or typed.**
10. It is the responsibility of all students to return **marked** assessment tasks to their parents / guardians for their signature.
11. There is an appeal process if a student considers they have been disadvantaged.

Student's Name (print): _____ Homeroom: _____

Student's Signature: _____ Date: _____

Mother / Guardian: _____ Father Guardian: _____