

# Holy Cross College, Ryde



## Preliminary Course Assessment Manual 2010

**YEAR 11**

*Founded 1891 in the Tradition of the Patrician Brothers*

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## INTRODUCTION

The aim of the handbook is to express in detail how the Assessment Task Programme for Year 11 is organised at Holy Cross College. It contains an explanation of procedures for Assessment Tasks in all Board Developed and Board Endorsed courses provided by the College.

It is important that students know for all subjects:-

- what is to be assessed
- how it is to be assessed
- when it will be assessed

These assessment procedures should reward diligent students, while inadequate effort will be penalised by poor results. The failure to complete sufficient assessment tasks could jeopardise a candidate's Higher School Certificate eligibility.

Today's assessment programme demands consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Indeed, these will be the hallmarks of the successful student.

Through their sons, and by contact with the College, parents are urged to familiarise themselves with the assessment programme. Parents can thereby help and encourage their sons to manage these tasks in order to plan and organise an effective study programme which will assist them in achieving their academic potential.

This handbook includes:-

- The School Assessment Task Policy and the general procedures which are followed by all subjects.
- The Subject Assessment Task Policies and Programmes showing the tasks, timing and relative weightings.

Despite our best intentions, it is possible as with any large assessment programme that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the boys involved.

A special thanks is extended to all members of staff for their contributions to the College's Assessment Task Procedures and finally I offer our student body every assistance and wish them every success with the tasks that lay ahead.

HSC success will be the reward for those whose consistent effort and study are firmly established in Year 11.

**Mr Mark Compton**  
**Curriculum Coordinator**

## **RATIONALE**

The College Assessment Task procedures in Year 11 are based on the guidelines set down by the Board of Studies in the Assessment Certification Examination Manual, Subject Manuals and on the beliefs stated in the College Vision Statement.

In particular:-

- to commit ourselves to the values of the Gospel and to translate them into the curriculum.
- to create a community where people care for each other and value each other's emotions and feelings.
- to ensure each person feels valued for their talents, is encouraged to give what they are able and is enabled to develop those talents.
- to encourage, recognise and value successes achieved by a genuine commitment to excellence.
- to provide support networks especially for those most in need of support.
- to encourage appropriate standards of behaviour to the capacity of the developmental stage of each person.
- to maintain a climate conducive to quality teaching and learning.
- to provide a wide range of opportunities and experiences which enable creativity and diversity and enhance living skills.
- to provide an education that is appropriate for each individual's needs.

## **RIGHTS AND RESPONSIBILITIES OF SENIOR STUDENTS IN RELATION TO ASSESSMENT TASKS**

### **RIGHTS**

#### ***Each student has the right to:-***

- 2.1 Accurate information about the official Board and School Policies as well as those concerning each subject undertaken.
- 2.2 A schedule of Assessment Tasks that is not unreasonably demanding in terms of work load.
- 2.3 Details about the Assessment Task Program for each subject which includes information about the nature of each task and their weights, timing, and value.
- 2.4 Clear and accurate information about the criteria on which each task will be assessed and adequate warning about completion dates.
- 2.5 Discuss marks/grades with teachers or subject co-ordinators when there is concern about initial awards.
- 2.6 Have his personal Assessment Task mark kept private from other students.
- 2.7 Request a school review if he believes his final position in a subject is invalid or inaccurate.

### **RESPONSIBILITIES**

#### ***Each student has the responsibility to:-***

- 2.8 Become fully aware of the Board of Studies requirements, the school policy and the individual subject programs, in relation to Assessment Tasks.
- 2.9 Note carefully the schedule of Assessment Tasks and negotiate with teachers if the workload seems unmanageable.
- 2.10 Complete set Assessment Tasks to the best of his ability, to present them on time and to conduct himself honestly.
- 2.11 Maintain a balance between the time and effort devoted to formal Assessment Tasks and other work.
- 2.12 Keep a file of all marked Assessment Tasks and results.
- 2.13 Provide written evidence of reasons for absence from or late submission of formal Assessment Tasks.

## **FREQUENCY AND SCHEDULING OF FORMAL ASSESSMENT TASKS**

- 3.1 Tasks used to determine the final assessment mark are known as assessment tasks. An assessment task may include examinations, tests, assignments and projects.
- 3.2 The date for submission of assessment tasks will be clearly made known to students. No task will be given unless two weeks notice has been given.
- 3.3 Formal assessment activities begin once the Preliminary course has been started.
- 3.4 Formal assessment tasks should be derived from the normal assessment activities associated with the conduct of the course.
- 3.5 The Board of Studies recommends that for a Two Unit Course taken over Years 11 and 12, an appropriate assessment schedule would limit the number of tasks to three, excluding major exams.
- 3.6 In circumstances where an assessment task needs to be rescheduled, students are given notice in writing.

## PROCEDURES FOR ILLNESS, LATE OR NON-SUBMISSION AND DISHONESTY

### Student's Responsibilities when Absent:-

- 4.1 If there is an unforeseen illness or misadventure on the day which has prevented the submission of the task, the student will complete the application for extension based on misadventure/illness on the **first** day back at school. He must submit the task on his return to school and he will be informed of the result of his application when it has been processed.
- 4.2 If a student **knows about an absence prior to the due date** then he needs to have already applied for an extension. If it has been granted, the task is able to be submitted on the new due date without penalty. Students will collect a form and apply for determination / extension, in same basic manner outlined below, as soon as possible **before the original due date of the task.**
- 4.3 Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a Doctor's Certificate or some formal documentation for other absences. Exceptions cannot be given for trivial reasons such as headcolds, doctor's appointments, sporting commitments etc. Documentation must cover the day of the task and every day until student returns to school or lateness penalty applies.
- 4.4 A Subject Co-Ordinator may accept late submissions of assignment type tasks without penalty if:-  
(i) The student is absent from school with an acceptable reason on the submission date.  
(ii) The task is submitted on the first day back or an agreed to later date with documentation.
- 4.5 Late submission of an assignment type task with an unacceptable reason will incur a penalty of 1 day late – 50%; 2 days late – 0 marks awarded. If task is not submitted on the due date penalties apply:
- 4.6 If a student is aware that he will be absent for an examination or in class task, he must submit an application for extension/estimate (depending on the KLA and type of task) using the illness/misadventure process.
- 4.7 If a student misses an examination or in class task because of illness/misadventure, he must apply for consideration on the **first** day back at school. The KLA will inform student of new test or estimate depending on task.

- 4.8 Absence from a test/examination type task with an acceptable reason will incur no penalty. In these circumstances, the student will be given a task on the first day back at school.
- 4.9 If circumstances prevent the administering of a substitute task the Subject Co-Ordinator may give approval for an estimate mark to be given.
- 4.10 A student will be deemed to have made no submission on an assessment if he:-  
(i) has not submitted the task within two school days of the due date  
(ii) is found to have cheated or aided another student to cheat  
(iii) is absent from a task with no valid excuse  
(iv) does not make a serious attempt to answer the question or complete the task. Non-serious attempts will be viewed as those that are frivolous, use inappropriate language or attempt to demean particular individuals or groups.
- 4.11 The Subject Co-Ordinator will award zero marks on a task where the student is deemed to have made no submission. The Subject Co-Ordinator will inform the student and parent(s) in writing of the zero award.
- 4.12 Failure to submit assessment tasks totalling 50% or more of the final course assessment will require the Principal to certify that the course has not been studied satisfactorily. This will mean that neither the assessment nor the examination mark will be reported on the HSC.

#### **Process to apply for extension due to illness/misadventure**

- i) Go to Year Coordinator to collect absentee form in triplicate before roll call or ASAP before going to classes.
- ii) Fill in form, and attach document(s)
- iii) Take form and document(s) immediately to Subject Coordinator for determination, on form, in writing; e.g. do task in subject period that day.
- iv) Submit any hand-in task to Subject Co-ordinator at that time.

Subject Co-ordinator will forward form and document(s) to Curriculum Co-ordinator for recording.

(one copy for Year Coordinator's file, one for Subject Co-ordinator's file and one copy for student)

**HOLY CROSS COLLEGE, RYDE  
ASSESSMENT TASK ABSENCE/EXTENSION FORM**

**For Years 10, 11 and 12 Assessment Tasks**

STUDENT'S NAME: \_\_\_\_\_ YEAR \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

DATE OF SUBMISSION OF FORM: \_\_\_\_\_

TASK YOU ARE SEEKING CONSIDERATION FOR: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE TASK IS DUE: \_\_\_\_\_

YOU ARE SEEKING CONSIDERATION FOR: (Tick)

(A) ILLNESS  (B) MISADVENTURE  (C) GENUINE REASON FOR  
EXTENSION

**Attach all necessary Medical and other Certificates**

PROVIDE HERE DETAILS AND REASONS FOR YOUR REQUESTS:

\_\_\_\_\_

\_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**TAKE TO THE SUBJECT CO-ORDINATOR**

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**Office Use Only** - Copy to Subject Co-Ordinator: Teacher involved.

SUBJECT CO-ORDINATOR'S RECOMMENDATION:

\_\_\_\_\_

\_\_\_\_\_

SUBJECT CO-ORDINATOR'S SIGNATURE:.....

**RETURN IMMEDIATELY TO CURRICULUM CO-ORDINATOR.**

DECISION: \_\_\_\_\_

CURRICULUM CO-ORDINATOR: \_\_\_\_\_

HOLY CROSS COLLEGE

ASSESSMENT TASK PROCEDURE

NAME: \_\_\_\_\_ ROLL CLASS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

DATE OF SUBMISSION OF ASSIGNMENT

DATE OF TEST (cross out one that does not apply) \_\_\_\_\_

NAME OF TASK/TEST:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MARK/GRADE AWARDED: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**STUDENT RECORD:**     *Keep this as a record of task submitted or test attended.  
It must be signed and dated by the Subject Teacher.*

TASK/TEST \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SIGNED: \_\_\_\_\_  
(Subject Teacher)

DATE: \_\_\_\_\_

## **SUBJECT ASSESSMENT TASK PROGRAMS**

The Assessment Task requirements for each subject are shown in the following section. They include:-

- 5.1 The components and their weights as specified in the Subject Manual.
- 5.2 The number of tasks that make up the assessment program.
- 5.3 An indication of when the various Assessment tasks will take place. In addition there must be provision for adequate notice of the precise timing of each task.
- 5.4 The mark value of each task in relation to the total number of marks for the course.
- 5.5 The nature of each Assessment task eg assignment, test, project.
- 5.6 Details of any additional administrative arrangements associated with each task.

## PLAGIARISM

### *What is plagiarism?*

Plagiarism is using the work, words and ideas of others without acknowledging their authorship or giving them credit for their original work.

It is dishonest and may also be fraud if you are gaining a benefit from stealing another's work and passing it off as your own.

### *How can work be plagiarised?*

- by copying the writer's exact words without using quotation marks or giving the source
- by using the writer's ideas but writing them in your own words and presenting the ideas as your own
- by buying or borrowing someone else's assignment and copying it
- by cutting and pasting work from several different sources
- by quoting a small part of the original and presenting the remainder as your own

### *How do I know if I am plagiarising work?*

Ask yourself these questions?

- Have I read information or books on this subject?
- Am I using any of this information?
- Am I looking up information as I am working on this assignment?
- If your answer is 'yes' to any of these questions then the books and information you have consulted should be acknowledged in quotations marks, footnotes or your bibliography.

### *How do I guard against plagiarism?*

- Take careful notes and when you use exact words from the source, enclose those words in quotation marks.
- Be clear about which parts you have quoted, which parts you have rewritten in your own words (paraphrased), which parts you have summarised, which parts are your own thoughts and ideas that have occurred to you as you have been reading. If necessary, colour-code each section of notes.
- Write down the details of all the sources you use including web pages. It is a good idea to print out the first page of a web resource so you have a record of the source.
- Keep all your notes and sources until your assignment is marked.
- Acknowledge sources in the main body of the text using brackets or footnotes, and in your bibliography at the end of your assignment.
- If you cannot trace the source but know the words or ideas are not your own, let your reader know this.
- Use your own words and ideas as much as possible. Your teachers know how you normally write and express your ideas so it is usually foolish to try to deceive them.
- Discuss the issue with your teachers so you are clear about their expectations.

### *What are the penalties for plagiarism?*

- You will lose your marks and may fail.
- You may be found guilty of cheating and face disciplinary action.
- You may be sued by the owner of the work you copied.
- You will have missed the chance to improve and deepen your learning.

#### ***Declaration of Originality***

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person or myself, nor material which to a substantial extent has been accepted for the award of any other unit, degree or diploma of a university or any other institute of higher learning, except where due acknowledgment is made in the text.

Signature: .....

## ROLES IN AREAS OF SPECIAL RESPONSIBILITY IN RELATION TO ASSESSMENT

### The Subject Co-Ordinator:

Each Subject Co-Ordinator has the responsibility to:-

- 6.1 Know the policy and procedures of the B.O.S., school and tertiary institutions which pertain to Year 11.
- 6.2 Prepare an assessment policy and program for each subject which is in accord with the Board's general guidelines, subject manual and school policy.
- 6.3 Specify in each assessment program:-
  - the components and their weights as specified in the Subject Manual
  - the nature and approximate timing of each task
  - the relative weight of each task
- 6.4 Manage the setting of each formal Assessment task to ensure that it:-
  - is appropriate in terms of the learning experience of students
  - will discriminate sufficiently between students
  - will be reviewed and redeveloped or changed to prevent copying in future years.
- 6.5 Determine and specify for each formal Assessment task:-
  - the criteria on which it will be assessed
  - procedures for marking, checking and recording marks/grades
  - how performance will be reported to students.
- 6.6 Schedule formal Assessment tasks to be held outside examination times, on the assessment calendar at the beginning of each semester and consult with the Curriculum Coordinator or Assistant Principal about schedule problems.
- 6.7 Provide two weeks warning to staff and students of forthcoming dates for completion of formal Assessment tasks.
- 6.8 Make arrangements for rooming, supervision and collection of formal Assessment tasks and to consult with any teachers who may suffer a disruption to his/her normal routine as a result of these arrangements.
- 6.9 Manage the conduct and marking of each task so that:-
  - teachers are monitored and advised as necessary
  - absentees, late submissions and dishonest students are identified and dealt with according to uniform school procedures.
- 6.10 Keep records of marks and supply a copy of the final mark with tasks and weights clearly indicated to the Curriculum Coordinator.

**The Year  
Co-Ordinator**

Each Year Co-Ordinator has the responsibility to:-

- 6.11 Notify parents in writing:-  
(a) when students are awarded zero on a Assessment task  
(b) when students are in danger of not completing a course by failing to submit less than 50% of Assessment tasks.
- 6.12 Be accurately informed about:-  
 the assessment policy and procedures of the Board and the school
- 6.13 Check that every student has received a copy of his Assessment program for each of his subjects.
- 6.14 Monitor students concerning their understanding of assessment, review and tertiary entrance policy/procedures and to take appropriate steps to correct misunderstandings.
- 6.15 Monitor the school assessment calendar and student reactions to assessment scheduling and consult with the Curriculum Coordinator or Assistant Principal about problems.
- 6.16 Identify and counsel students who are underachieving, unsuccessful, over-stressed or atypical in other ways and refer any necessary information to appropriate staff.
- 6.17 Inform students transferring from another school about school and subject policies.
- 6.18 Act as a point of contact concerning habitual absenteeism, non-submissions and dishonesty by:-  
 conferring with Subject Co-ordinators about the validity of reasons given for such exceptional circumstances.  
 issue a form to students who were absent from Assessment tasks or wish to apply for an extension and to keep a copy of this form on file until the completion of the students' HSC.  
 keep on file a copy of any letters sent by a Subject Co-ordinator to a student and his parent(s) concerning a zero award in any assessment task.
- 6.19 Complete the required administrative procedures associated with the submission of the Preliminary Course Assessment.

**The  
Curriculum  
Co-Ordinator**

Has the responsibility to:-

- 6.20 Know the policy of the Board, the school and tertiary institutions.
- 6.21 Monitor emerging policy from the Board, tertiary institutions and CEO so as to ensure that:-
- staff, students and parents have up to date information
  - the school's internal policies and practices remain compatible.
- 6.22 Publish annually the Assessment Handbook for staff and students/parents, which provides relevant extracts from school and subject policies.
- 6.23 Co-ordinate and facilitate the development and implementation of the subject assessment policies by:-
- informing and advising Subject Co-ordinators
  - checking to ensure that guidelines and weightings are observed.
  - keeping the school assessment calendar and by monitoring the schedule of formal assessment tasks.
  - acting as an intermediary between the Subject Co-ordinators and the Principal concerning estimation of formal assessment marks
  - storing back-up copies of formal assessment marks.
- 6.24 Monitor the implementation and impact of the school policy/practices on students and staff.
- 6.25 Manage the periodic review, redevelopment and publication of the school assessment policy and procedures.
- 6.26 Keep a copy of all final Assessment task marks with weights and tasks clearly indicated.

## SUBJECT COORDINATORS

<b><i>Department</i></b>	<b>Co-ordinator</b>	<b>Subjects</b>
<i>Creative Arts</i>	<b><i>Ms Jennifer Tighe</i></b>	Music Visual Arts Photography, Video and Digital Imaging
<i>English</i>	<b>Ms Rhonda Huntly</b>	English – Advanced English – Standard English – Preliminary Extension
<i>HSIE</i>	<b><i>Mr Michael Croucher</i></b>	Ancient History Modern History Business Studies Economics Geography Legal Studies
<i>Mathematics</i>	<b><i>Mr Paul Hajjar</i></b>	Mathematics – General Mathematics – 2 Unit Mathematics – Extension 1
<i>PD/PE/Health</i>	<b><i>Mr Damian Chase</i></b>	PD/H/PE SLR 1
<i>Religious Education</i>	<b><i>Mrs Belinda Jreige</i></b>	Studies of Religion 2 Studies of Religion I Religious Catholic Studies
<i>Science</i>	<b><i>Mrs Joelle Camps-Vazquez</i></b>	Biology Chemistry Physics Senior Science
<i>TAS/VET</i>	<b><i>Ms Vanessa Bain</i></b>	Industrial Technology Timber Design & Technology Information Processes & Technology Vet Construction Vet Hospitality Vet Business Services

## BOS GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for state reasons for, report on. Give an account of narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them, draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make, build, put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from, to note differences between
<b>Evaluate</b>	Make a judgement based on criteria, determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident, provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms, indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion for consideration or action)
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## REFERENCING

Provided below are some examples of how all data collected from outside sources e.g. books should be referenced in all assignment work. Students should refer to the College diary for information on using the Harvard system of referencing the accepted method by the College and Universities.

1. Vladimir Nabokov, *Look at the Harlequins!* (London: Weidenfeld and Nicholson, 1975).
2. Philippa Foot (ed.), *Theories of Ethics* (London: OUP, 1967), pp.20-32.
3. W.C. Sellar & R.J. Yeatman, *1066 and all that* (Harmondsworth: Penguin, 1960)
4. Sir Ernest Gowers, *The Complete Plain Words* (2<sup>nd</sup> ed., rev.Sir Bruce Fraser, London: HMSO, 1973), ch.4.
5. David Lewis, *We, the Navigators: The Ancient Art of Landfinding in the Pacific* (Canberra: ANUP, 1973), plate xii.

### ***First References: Articles***

For articles and papers in periodicals, newspapers, books, reports of proceedings etc., the information required is set out in the following order:

author's initial(s) or given name(s) and surname

title of the article (in inverted commas)

name of the periodical, newspaper or book (italics or underlined)

title of series, if any

volume and year (if a periodical) and if possible, number and month of issue as well

date of issue (if a newspaper)

publisher (if a book)

place and date of publication (if a book)

page numbers or section reference

**Note:** *Use double or single inverted commas consistently. For a quotation within a quotation, use whichever you are not using normally.*

## ***Later References***

The second and subsequent references to a source need not be as complete as the first, but should still give the reader a clear indication of the place where the fact, opinion or quoted words are to be found. There are two main ways of achieving this.

### (A). Short Title Method

The simplest method of giving a later reference to a book is to use an abbreviated form of the first citation. Suppose, for example, that the first reference reads:

1. C.H. Currey, *The Irish at Eureka* (Sydney: Angus & Robertson, 1954), p. 99.

then, if no other work by Currey is referred to, a later reference could read simply:

5. Currey, p. 102.

But if two or more works by the same author are referred to in the one essay, later references may differentiate between them by using a short title of each work, as well as the author's name. Thus a series of footnotes could appear as follows:

1. Weston Bate, *Lucky City: the First Generation at Ballarat* (Melbourne: M.U.P., 1978), p. 96.
2. John Molony, *Eureka* (Ringwood, Vic.: Penguin, 1989), p. 128.
3. Bate, p. 116.
4. John Molony, *I am Ned Kelly* (Melbourne: Allen Lane, 1980), p. 63.
5. Molony, *Eureka*, p. 156.

Similarly, second and subsequent references to an article may be abbreviated forms of the first citation, for example the following reference:

1. B.C. Newling, "The Gold Diggers", *Journal of the Royal Australian Historical Society*, II, 5 (1925), p. 263.

could appear later as:

4. Newling, "Gold Diggers", p. 265.

### (B) Abbreviation Method

- (a) If reference is made to a different page of source supplied immediately above it is possible to use the term *ibid.*

### Example

1. Elizabeth Prince, *Green Politics Today* (London: Routledge, 1994), pp. 158-63.
  2. *ibid.*, p. 247.
- (b) If reference is made to the same page of the same work as an earlier but not immediately preceding reference, the last name of the author and the phrase *loc cit.* are used.

### Example

5. Smith, *loc cit.*
- (c) If reference is made to a different page of the same work as an earlier, but not immediately preceding, reference, then *op. cit.* precedes page reference but follow author's name.
7. Jones, *op. cit.*, p.138.

### **References to Unpublished Sources**

These can be given in similar fashion to articles or books, with author's name (if known), title (*not* underlined or in italics in this case), followed by other details such as date, archival location etc. Use your common sense.

#### **Examples**

8. W. Parmenter, *History of Fort Apache, 1870-1900*, M.A. Thesis, Santa Fe College, 1968, p. 121.
9. I.M.A. Looker, Letter to A.B. See, 21 April 1902, See Papers, Mitchell Library, Sydney.
10. J.J. Giltinan, *It's My Game*, lecture, Rugby League House, Sydney, 1 April 1998.
11. B. Simpson, interview with author, 2 April 1997.
12. P. Sterling, letter to author, 9 December 1997, A.C.U. Archives.

### **References to Electronic Sources**

Use of CD-Roms and the Internet has raised problems for referencing. Again, these references can be given in similar fashion to articles or books, with author's name (if known), title (do use inverted commas and italics in these cases), followed by other details like publisher, date, website URL etc. Use your common sense.

#### **Examples**

13. M. Jackson, "American Pop Music and its Influence on Australian Marriage Customs 1960-96," *The Electronic Journal of Australian and New Zealand History*, X, 2 (1998),  
URL <http://www.jcu.edu.au/aff/history/> 25 May, 1998.
14. S.K. Warne, "How not to do it," *Cricket CD-Rom*, Melbourne: A.C.B., 1995.

### ***Problems of Footnoting***

With quotations within quotations or quotations of other sources within your sources, use a form of words such as the following:

7. Cicero (ancient writer), quoted by J. Smith, *How to be friendly with Foreigners* (Baghdad: Hussain University Press, 1998), p. 26.
8. A. Brown, *The Wit and Wisdom of Tariq Aziz*, p. 31, quoted by Smith, p. 27.

Or simply say in the text, “as Cicero wrote, ...” and give only *your* source in the footnote.

If you have problems with unusual sources etc., ask your Year Co-Ordinator.

## **Requirements for the Higher School Certificate**

### **Satisfactory Completion of a Course and Course Completion Criteria**

The following course completion criteria refer to both Preliminary and HSC courses.

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

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes

While the Board of Studies does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may be not met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student’s absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an ‘N’ (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an ‘N’ determination.

# *Studies of Religion 2*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	P1, P2, P4, P5, P8, P9	Analysis & Response to Stimulus Material	Nature of Religion and Beliefs & Religions of Ancient Origin	<b>20%</b>
2	Term 2 Week 9	P3, P4, P5, P6, P7, P8, P9	Secondary Research & Oral Presentation	Religious Tradition Study 1 ( <i>Christianity</i> ) & Religious Tradition Study 2 ( <i>Islam</i> )	<b>25%</b>
3	Term 3 Week 6	P2, P3, P6, P8, P9	Written Response	Religious Tradition Study 3 ( <i>Judaism</i> )	<b>20%</b>
4	Term 3 Exam Period	P1, P2, P3, P4, P5, P6, P7, P8, P9	Examination	All Topics	<b>35%</b>
				<b>Total</b>	<b>100%</b>

# *Studies of Religion 1*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 7	P1, P2, P6, P8	Analysis of Stimulus Material	Nature of Religion and Beliefs	<b>25%</b>
2	Term 2 Week 7	P3, P4, P5, P9	Secondary Research	Religious Tradition Study 1 Christianity	<b>20%</b>
3	Term 3 Week 6	P3, P7, P8, P9	Written Response	Religious Tradition Study 2	<b>20%</b>
4	Term 3 Exam Period	P1, P2, P3, P4, P5, P6, P7, P8, P9	Examination	All Topics	<b>35%</b>
				<b>Total</b>	<b>100%</b>

# *Religious Catholic Studies*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	<ul style="list-style-type: none"> <li>* Appreciate developments in the Church's understandings of Jesus and his teachings</li> <li>* Describe the various theological perspectives on Jesus Christ from the New Testament to the present</li> <li>* Apply authentic Catholic approach to the interpretation of Scripture</li> </ul>	PowerPoint Presentation	A6-1 Christology	<b>30%</b>
2	Term 2 Week 7	<ul style="list-style-type: none"> <li>* Appreciate the importance of commitment to one's own tradition as a way of making meaning of human experience</li> <li>* Demonstrate knowledge of the principal beliefs, rituals and ethical teachings of Catholicism</li> <li>* Articulate and synthesise the principal beliefs, rituals and ethical teachings of the Catholic Church</li> </ul>	Brochure	B6-3 Being Catholic	<b>35%</b>
3	Term 3 Week 6	<ul style="list-style-type: none"> <li>* Appreciate the place of religion and inter-faith dialogue in promoting unity and peace</li> <li>* Explain the historical context, principal beliefs, excerpts from sacred texts, ethical teachings of at least one world religion</li> <li>* Research key aspects of at least one world religion and explore the place of religion and inter-faith dialogue in promoting unity and peace</li> </ul>	Visual Representation	C6-3 World Religions and Interfaith Dialogue	<b>35%</b>
				<b>Total</b>	<b>100%</b>

# Ancient History

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic/Component	Weighting	
1	Term 1 Week 9	P3.2 P3.3 P3.4 P3.5 P4.1	Source analysis - short answer questions	Knowledge & Understanding Source based skills Historical inquiry	5% 5% 5%	15%
2	Term 2 Week 8	P1.1 P2.1 P3.2 P3.3 P4.1 P4.2	Source based questions. Short and extended responses	Knowledge & Understanding Source based skills Historical inquiry Communication	5% 5% 5% 5%	20%
3	Term 3 Week 6	P1.1 P2.1 P3.1 P3.6 P4.1 P4.2	Case Study - Individual Research	Knowledge & Understanding Historical inquiry Communication	20% 10% 5%	35%
4	Term 3 Week 9/10	P1.1 P2.1 P3.1 P3.2 P3.3 P3.4 P3.5 P3.6 P4.1 P4.2	Preliminary Course Final Examination	Knowledge & Understanding Source based skills Communication	10% 10% 10%	30%
<b>Total</b>						<b>100%</b>

<b><i>Knowledge &amp; Understanding</i></b>	<i>Knowledge and understanding of course content</i>	40%
<b><i>Source-based skills</i></b>	<i>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</i>	20%
<b><i>Historical inquiry</i></b>	<i>Historical inquiry and research</i>	20%
<b><i>Communication</i></b>	<i>Communication of historical understanding in appropriate form</i>	20%
		<b>100%</b>

# *Biology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	P1, P3, P9, P11 –P14	Topic/Practical Examination	Patterns in Nature (8.3)	<b>25%</b>
2	Term 2 Week 7	P11-P14 P2, P5, P10	Field study Report	A Local Ecosystem (8.2)	<b>20%</b>
3	Term 2 Week 11	P10 – P 14	First Hand Investigation Report	Life on Earth (8.4)	<b>20%</b>
4	Term 3 Week 7	P2, P5, P10	Open Ended Investigation	Evolution of Australian Biota (8.5)	<b>20%</b>
5	Final Preliminary Examination	P 1 – P14	Written Test	All topics included	<b>25%</b>
<b>Total</b>					<b>100%</b>

### Assessment Components Weightings

TASK	Knowledge and Understanding	First Hand Investigation Skills	Scientific Thinking and Problem Solving Skills	WEIGHTING
1	10*	10	5	<b>25%</b>
2	-	10	10	<b>20%</b>
3	5*	10	5	<b>20%</b>
4	5*		5	<b>10%</b>
5	20*		5*	<b>25%</b>
<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

\* Written Tests and Examinations (50% BOS maximum)

# *Business Studies*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic/Component	Weighting
1	Term 1 Week 8	P1.1 P1.2 P3.1 P4.1 P5.3	In-class Stimulus Based Task	Knowledge & Understanding 5% Stimulus based skills 5% Communication 5%	15%
2	Term 2 Week 4	P2.1 P3.2 P4.2 P5.1 P5.3 P5.5	Research & Oral Presentation	Knowledge & Understanding 10% Inquiry and research 10% Communication 5%	25%
3	Term 3 Week 6	P2.2 P2.3 P5.2 P5.4 P5.6	Business Research Task	Knowledge & Understanding 10% Stimulus based skills 5% Inquiry & Research 10% Communication 5%	30%
4	Term 3 Week 9/10	P1.2 P1.2 P2.1 P2.2 P2.3 P3.1 P3.2 P4.1 P4.2 P5.1 P5.2 P5.3 P5.4 P5.5 P5.6	Preliminary Course Final Exam	Knowledge & Understanding 15% Stimulus based skills 10% Communication 5%	30%
				<b>Total</b>	<b>100%</b>

<b><i>Knowledge &amp; Understanding</i></b>	<i>Knowledge and understanding of course content</i>	40%
<b><i>Stimulus-based skills</i></b>	<i>Stimulus based skills</i>	20%
<b><i>Inquiry and research</i></b>	<i>Inquiry and research</i>	20%
<b><i>Communication</i></b>	<i>Communication of business information, ideas and issues in appropriate forms</i>	20%
		<b>100%</b>

# Chemistry

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 9	P2, P3,P6 P10 –P16	Topic Test & Practical	The Chemical Earth (8.2)	20%
2	Term 2 Week 6	P1,P5,P6,P8, P10 – P16	Open Ended Investigation	Metals (8.3)	20%
3	Term 3 Week 2	P2, P4,P6, P8,P10 –P16	Practical Assessment	Water (8.4)	20%
4	Term 3 Week 7	P3,P4,P7 – P16	Research Assignment	Energy (8.5)	10%
5	Preliminary Exam Block	P 1 – P14	Written test	All topics included	30%
<b>Total</b>					<b>100%</b>

### Assessment Components Weightings

TASK	Knowledge and Understanding	First Hand Investigation Skills	Scientific Thinking and Problem Solving Skills	WEIGHTING
1	10	10	-	20%
2	10	10	-	20%
3	10	10	-	20%
4	-	-	10	10%
5	10	-	20	30%
<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

\* Written Tests and Examinations (50% BOS maximum)

# *Design and Technology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	1.1, 2.1, 5.3	Research Task	Designing and Producing	10%
2	Term 2 Week 5	3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2	Design Project One	Designing and Producing	20%
3	Term 2 Week 9	2.1, 5.3, 6.2	Oral Presentation	Designing and Producing	15%
4	Term 3 Week 10	1.1, 3.1, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1	Design Project Two	Designing and Producing	30%
5	Term 3 Exam Period	1.1, 2.1, 2.2, 3.1, 4.2, 4.3, 5.1, 5.3	Preliminary Examination	Designing and Producing	25%
				<b>Total</b>	<b>100%</b>

# Economics

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic/Component	Weighting	
1	Term 1 Week 8	P1 P4 P7 P9 P10	In-class task	Knowledge & Understanding Stimulus based skills Communication	5% 5% 5%	15%
2	Term 2 Week 9	P3 P5 P8 P11 P12	Research Task	Knowledge & Understanding Stimulus based skills Communication	10% 10% 5%	25%
3	Term 3 Week 6	P2 P6 P9 P10 P12	Media Analysis & Group Work	Knowledge & Understanding Stimulus based skills Inquiry & Research Communication	10% 5% 10% 5%	30%
4	Term 3 Week 9/10	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12	Preliminary Course Final Examination	Knowledge & Understanding Stimulus based skills Communication	15% 10% 5%	30%
<b>Total</b>					<b>100%</b>	

<b>Knowledge &amp; Understanding</b>	<i>Knowledge and understanding of course content</i>	40%
<b>Stimulus-based skills</b>	<i>Stimulus based skills</i>	20%
<b>Inquiry and research</b>	<i>Inquiry and research</i>	20%
<b>Communication</b>	<i>Communication of economic information, ideas and issues in appropriate forms</i>	20%
		<b>100%</b>

# English Standard

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 7 Term 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	<i>Area of Study</i> In class/Hand in task	AOS Writing 5 Reading 5 Viewing/Rep 15	25
2	Week 3 Term 2	1, 2, 3, 4, 5, 7, 8, 10, 13	<i>Language Study</i> MOD A Listening Task	Listening 15	15
3	Week 10 Term 2	1, 2, 3, 4, 6, 7, 8, 10, 12A	<i>Close Study</i> MOD B Writing Task	Writing 10 Reading 5	15
4	Week 7 Term 3	1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 12A, 13	<i>Texts and Society</i> MOD C	Speaking 15	15
5	Weeks 9/10 Term 3 Exams	1,2,3,4,6,7,8,10	AOS 15 MOD A 5 MOD B 5 MOD C 5	Reading 15 Writing 15	30
<b>TOTAL</b>					<b>100%</b>

# *English Advanced*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 7 Term 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	<i>Area of Study</i> In class /Hand in task	AOS Writing 5 Reading 5 Viewing/Rep 15	25
2	Week 3 Term 2	1, 2, 3, 4, 5, 7, 8, 10, 13	<i>Comparative Study</i> MOD A Listening Task	Listening 15	15
3	Week 10 Term 2	1, 2, 3, 4, 6, 7, 8, 10, 12A	<i>Critical Study</i> MOD B Writing Task	Writing 10 Reading 5	15
4	Week 7 Term 3	1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 12A, 13	<i>Representation and Text</i> MOD C	Speaking 15	15
5	Weeks 9/10 Term 3 Exams	1,2,3,4,6,7,8,10	AOS 15 MOD A 5 MOD B 5 MOD C 5	Reading 15 Writing 15	30
<b>TOTAL</b>					<b>100%</b>

# *English Extension*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 6 Term 1	3	<i>Writing task</i>	Listening 5 Writing 5	10 (20%)
2	Week 2 Term 2	1	<i>Group presentations</i>	Speaking 5 View/Representing 5	10 (20%)
3	Week 6 Term 3	1,2	<i>Supplementary Materials Task</i>	Reading 5 Writing 5 View/Representing 5	15 (30%)
4	Week 9 Term 3	1,2,3	<i>Examination</i>	Writing 10 Reading 5	15 (30%)
<b>TOTAL</b>					<b>50 (100%)</b>

# Geography

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic/Component	Weighting	
1	Term 2 Week 2	P1 P2 P3 P6 P8 P10	Research Task	Knowledge & Understanding Inquiry and Research Communication	10% 5% 5%	20%
2	Term 3 Week 2	P4 P5 P9 P10 P12	Group Research Task	Knowledge & Understanding Skills and Tools Inquiry and Research Communication	5% 5% 10% 5%	25%
3	Term 3 Week 8	P7 P8 P9 P11 P12	Senior Geography Project	Knowledge & Understanding Skills and Tools Inquiry and Research Communication	5% 10% 5% 5%	25%
4	Term 3 Week 9/10	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12	Preliminary Course Final Examination	Knowledge & Understanding Skills and Tools Communication	20% 5% 5%	30%
<b>Total</b>						<b>100%</b>

<b><i>Knowledge &amp; Understanding</i></b>	<i>Knowledge and understanding of course content</i>	40%
<b><i>Geographical skills and tools</i></b>	<i>Skills and tools</i>	20%
<b><i>Inquiry and research</i></b>	<i>Geographical inquiry and research, including field work</i>	20%
<b><i>Communication</i></b>	<i>Communication of geographica information, ideas and issues in appropriate forms</i>	20%
		<b>100%</b>

# *Industrial Technology – Timber Products and Furniture Industries*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 7	P2.1, P4.1, P4.2	Project & Management Folio	<i>Management &amp; Communication and Production</i>	<b>15%</b>
2	Term 2 Week 8	P1.2, P2.2, P3.1,P3.2, P4.1, P4.2, P5.2	Project & Management Folio	<i>Management &amp; Communication, Production and Design</i>	<b>20%</b>
3.	Term 3 Week 2	P1.1, P7.1	Industry Study	<i>Industry Study</i>	<b>15%</b>
4	Term 3 Week 8	P1.1, P1.2, P4.1, P4.2 P5.1	Project & Management Folio	<i>Management &amp; Communication, Production and Design</i>	<b>25%</b>
5	Term 3 Exam Period	All	Preliminary Examination	<i>All Topic Areas</i>	<b>25%</b>
<b>Total</b>					<b>100%</b>

# *Information Processes and Technology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 2 Week 1	1.1, 2.1	Project Work	Introduction to Information Systems and Skills and Developing Information Systems	20%
2	Term 3 Week 3	1.1, 1.2, 2.1, 5.1, 6.1, 6.2, 7.1	Project Work	Developing Information Systems and Tools for Information Processes	30%
3	Term 3 Week 6	3.1	Wiki	Social and Ethical Issues	25%
4	Term 3 Exam Period	All	Preliminary Exam	All Topics	25%
				<b>Total</b>	<b>100%</b>

# *Legal Studies*

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic/Component	Weighting	
1	Term 1 Week 10	P1 P2 P3 P4 P6 P8	Annotated Media File	Knowledge & Understanding Research Communication	5% 5% 5%	15%
2	Term 2 Week 10	P1 P4 P6 P8 P9	Research and Oral Presentation	Knowledge & Understanding Research Communication	15% 5% 5%	25%
3	Term 3 Week 6	P2 P4 P5 P6 P8 P9 P10	Research Based In-class Essay	Knowledge & Understanding Research Communication	10% 10% 10%	30%
4	Term 3 Week 9/10	P1 P2 P3 P4 P5 P6 P7 P9 P10	Preliminary Course Final Examination	Knowledge & Understanding	30%	30%
<b>Total</b>						<b>100%</b>

<b><i>Knowledge &amp; Understanding</i></b>	<i>Knowledge and understanding of course content</i>	60%
<b><i>Research</i></b>	<i>Skills and tools</i>	20%
<b><i>Communication</i></b>	<i>Communication of geographica information, ideas and issues in appropriate forms</i>	20%
		<b>100%</b>

# *Mathematics 2 Unit*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term1 Week 7	P3, P4	Test	Basic Arithmetic, Algebra and surds	40%
2	Term 2 Week 6	P3, P4, P5	Half Yearly Examination	Basic Arithmetic, Algebra, Equations, Plane Geometry Functions and Graphs	60%
<b>Total Semester 1</b>					<b>100%</b>
3	Term 3 Week 5	P3, P4	Test	Trigonometry, Coordinate Geometry	40%
4	Term 3 Week 9/10	P1-P8	Yearly Examination	All Topics + Differential Calculus, Quadratic Polynomials, Locus	60%
<b>Total Semester 2</b>					<b>100%</b>

# *Mathematics Extension 1*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8	P3, P4, PE3, PE6	Test	Algebra, Other Inequalities	40%
2	Term 2 Week 6	PE3, PE6, PE1, P4	Half Yearly Examination	Algebra, Other Inequalities, Circle Geometry Further Graphs	60%
<b>Total Semester 1</b>					<b>100%</b>
3	Term 3 Week 3	P4, P7, PE3	Test	Further Trigonometry Further Coordinate Geometry Differential Calculus,	40%
4	Term 3 Exam Week 9/10		Yearly Examination	All Topics + Quadratic Polynomials, Locus	60%
<b>Total Semester 2</b>					<b>100%</b>

# *Mathematics General*

## Assessment Schedule

Task No.	Timing	Outcomes	Assess't Type	Topic / Component	Report Weight
1	Term 1 Week 8	P1, P2, P6, P7	Test	Measurement, Rates & Ratio, Area & Volume	40%
2	Term 2 Week 6	P1, P2, P7, P8	Half Yearly Examination	Similarity, Right Angled Triangles(Trig) Earning Money	60%
<b>Total of Semester 1</b>					<b>100%</b>
3	Term 2 Week 10	P1, P2, P3, P4, P5, P9	Assignment	Investing Money	40%
4	Term 3 Exam Week 9/10	P1 – P9	Yearly Examination	Statistics, Algebraic modeling, Probability	60%
<b>Total of Semester 2</b>					<b>100%</b>

# Modern History

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic/Component	Weighting	Weighting
1	Term 1 Week 9	P1.1 P2.1 P3.2 P3.5 P4.2	Research Essay	Historical inquiry Communication	10% 5%	15%
2	Term 2 Week 9	P1.1 P2.1 P3.2 P3.3 P3.4 P3.5	Source Analysis	Source based skills Communication	15% 5%	20%
3	Term 3 Week 6	P1.2 P3.1 P3.2 P3.5 P4.2	Historical Investigation	Knowledge & Understanding Historical inquiry Communication	10% 10% 10%	30%
4	Term 3 Week 9/10	P1.1 P1.2 P2.1 P3.3 P3.4 P4.1 P4.2	Preliminary Course Final Examination	Knowledge & Understanding Source based skills	30% 5%	35%
<b>Total</b>						<b>100%</b>

<b>Knowledge &amp; Understanding</b>	<i>Knowledge and understanding of course content</i>	40%
<b>Source-based skills</b>	<i>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</i>	20%
<b>Historical inquiry</b>	<i>Historical inquiry and research</i>	20%
<b>Communication</b>	<i>Communication of historical understanding in appropriate form</i>	20%
		<b>100%</b>

# *Music 1*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	P3	Composition	Methods of Notating Music	10%
2	Term 1 Week 10	P6	Musicology	Methods of Notating Music	10%
3	Term 2 Week 6	P4	Aural	Various	10%
4	Term 2 Week 10	P1	Performance	Music for Small Ensembles	10%
5	Term 3 Week 9, 10	P2, P7, P8, P9	Aural (15%) Composition (15%) Performance (15%) Musicology (15%)	Various Music For Small Ensembles Music for Film, Radio and Multimedia	60%
				<b>Total</b>	<b>100%</b>

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 week 5	P1, P3, P16	In class written response	Core 1 Meanings of Health and Physical Activity	20%
2	Term 2 week 2	P2, P3, P4, P5, P6, P15, P16	Webquest/ Report	Core 2 Better Health for Individuals	25%
3	Term 2 week 10	P8, P9, P10, P11, P17	Practical assessment written response	Core 3 Body in Motion	25%
4	Term 3 week 8/9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17	Yearly Examination 2 Hours	All Core and Option Topics	30%
				<b>Total</b>	<b>100%</b>

Outcome 13 only applies to Option 2. The College does not do this option.

# *Photography, Video and Digital Imaging*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	T1 WK 10	M1,M2,M3,M4, M5,CH1,CH2 & CH4	Practical	Traditions, conventions, Styles and Genres	20%
2	T2 WK 10	M1,M2,M3,M4 M5,M6,CH1 CH2,CH3 CH4 &CH5,	Practical	The Arranged Imaged	20%
3	T3 Wk 7	CH1,CH2,CH3 CH4,CH5	Practical	Developing a Point of View Case study	20%
4	T3 WK 10	M1,M2,M3,M4,M5 M6	Practical	Developing a point of View Body Of Work	40%
				<b>Total</b>	<b>100%</b>

# Physics

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 9	P2,P3,P5,P7,P8, P11 -16	Practical/ Modelling Task	The World Communicates (8.2)	20%
2	Term 2 Week 6	P1, P4 –P7, P9 –P16	Practical Task	Electrical Energy in the Home (8.3)	20%
3	Term 3 Week 4	P2, P4,P6, P7, P11 –P16	Topic Test	Moving About (8.4)	20%
4	Term 3 Week 9	P4, P13b,e,g,f P14a,b,d,e,g	Research Task	The Cosmic Engine (8.5)	20%
5	Final Preliminary Examination	P 1 – P14	Written Test	All topics included	20%
				<b>Total</b>	<b>100%</b>

### Assessment Components Weightings

TASK	Knowledge and Understanding	First Hand Investigation Skills	Scientific Thinking and Problem Solving Skills	WEIGHTING
1	10*	5	5	20
2	5*	10	5	20
3	5*	5	10	20
4	10*	10	-	20
5	10*	-	10*	20
<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

- Written Tests and Examinations (50% BOS maximum)

# *Senior Science*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8	P2, P3,P4,P6, P7, P11 –P16	Topic Test	Water for Living (8.2)	<b>15%</b>
2	Term 2 Week 7	P2,P4,P10, P11 – P16	Field Study Report	The Local Environment (8.5)	<b>20%</b>
3	Term 3 Week 1	P2, P3, P4,P9,P10, P11 – P16	First Hand Investigation Report	Humans at Work (8.4)	<b>20%</b>
4	Term 3 Week 9	P1,P2,P5,P7,P8, P11 -16	Open Ended Investigation	Plants (8.3)	<b>20%</b>
5	Final Preliminary Examination	P 1 – P14	Written Test	All topics included	<b>25%</b>
				<b>Total</b>	<b>100%</b>

### Assessment Components Weightings

TASK	Knowledge and Understanding	First Hand Investigation Skills	Scientific Thinking and Problem Solving Skills	WEIGHTING
1	10*		5	<b>15%</b>
2	5*	10	5	<b>20%</b>
3	5*	10	5	<b>20%</b>
4	-	10	10	<b>20%</b>
5	20*		5*	<b>25%</b>
<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

\* Written Tests and Examinations (50% BOS maximum)

# *Sport Lifestyle and Recreation*

## Assessment Schedule

Task No.	Timing	Outcome	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 3	1.3, 2.3, 3.6, 4.1	Expedition Plan / Skills Assessment	Outdoor Recreation	25%
2	Term 2 Week 2	1.2, 2.2, 3.2, 4.4	Weight Training Program	Resistance Training	25%
3	Term 2 Week 8	1.1, 2.1, 3.1, 4.4	Golf Practical Assessment	Individual Sports	25%
3	Term 3 Week 2	1.5, 2.3, 3.5, 4.3	Report and Practical Assessment	Healthy Lifestyle	25%
				<b>Total</b>	<b>100%</b>

# VET Construction

## Assessment Schedule

### Units of Competencies included in the Construction Curriculum Framework

- To receive Australian Qualifications Framework (AQF) qualifications, students must meet the assessment requirements of the Construction Training Package. A qualified assessor must conduct all assessment.
- To achieve Certificate II, students must demonstrate competence in all the elements that form the units of work listed above.

Work placement: Students MUST complete 35 hours work placement. This is mandated by the Board of Studies. Student will not be permitted to start the HSC course if they haven't completed the mandated work placement hours

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
	Terms 1 -3	N/A	Practical	Core Topics	
1	Term 3 Preliminary Examination Period	N/A	Examination	Core Topics	50%
				<b>Total</b>	<b>50%</b>

- The examination is independent of the competency-based assessments undertaken during the course and has no impact on student eligibility for AQF qualifications.

### Assessment:

Student competency in the various elements will be assessed using a variety of tools such as practical tasks, work experience assignments, exams, take home assignments and class activities. The assessment process for the Construction course is conducted week by week and every lesson covering three different stages of assessment:

- Practical: Takes place with the student partaking in practical elements related to the Construction industry, e.g. concreting, basic carpentry, site cleaning etc. The students are assessed on their quality and general aptitude related to the given area or competency being covered.
- Theory: Takes place in and around the practical requirements of the course, covering associated information and methods related to the practical projects. Covering associated information and methods related to the practical projects. The assessment usually takes place in the form of a written exam in class time and/or homework tasks. Students are given two weeks notice prior to any examination.
- Observation: Of each student during class time performing general practical and theory related duties. This form of assessment allows a more forgiving result for those hard working students who may have just fallen short in the required level of competency.

## Assessment Schedule

### Units of Competencies included in the Hospitality Curriculum Framework

- To receive Australian Qualifications Framework (AQF) qualifications, students must meet the assessment requirements of the Hospitality (cookery) Training Package. A qualified assessor must conduct all assessment.
- To achieve Certificate II, students must demonstrate competence in all the elements that form the units of work listed above.

Work placement: Students MUST complete 35 hours work placement. This is mandated by the Board of Studies. Student will not be permitted to start the HSC course if they haven't completed the mandated work placement hours

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
Competencies	Terms 1, 2 and 3	N/A	Practical, theory and observations	Core Topics	
1	Term 3 Preliminary Examination Period	N/A	Theory Examination	Core Topics	50%
<b>Total</b>					<b>50%</b>

- The examination is independent of the competency-based assessments undertaken during the course and has no impact on student eligibility for AQF qualifications.

### **Assessment:**

Student competency in the various elements will be assessed using a variety of tools such as practical tasks, work experience assignments, exams, take home assignments and class activities. The assessment process for the Hospitality course is conducted week by week and every lesson covering three different stages of assessment:

- Practical:** Takes place with the student partaking in practical elements related to the Hospitality industry, e.g. organise and prepare, clean and maintain kitchen premises etc. The students are assessed on their quality and general aptitude related to the given area or competency being covered.
- Theory:** Takes place in and around the practical requirements of the course i.e. core and elective units and assessment usually takes place in the form of topic test, class set activities and/or homework tasks.
- Observation:** Of each student during class time performing general practical, theory related duties and by work placement supervisor's observation and through their written or verbal report. This form of assessment allows a more forgiving result for those hard working students who may have just fallen short in the required level of competency.

## Assessment Schedule

### Units of Competencies included in the Construction Curriculum Framework

- To receive Australian Qualifications Framework (AQF) qualifications, students must meet the assessment requirements of the Information Technology Training Package. A qualified assessor must conduct all assessment.
- To achieve Certificate II, students must demonstrate competence in all the elements that form the units of work listed above.

Work placement: Students MUST complete 35 hours work placement. This is mandated by the Board of Studies. Student will not be permitted to start the HSC course if they haven't completed the mandated work placement hours

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
	Term 1-3	N/A	Practical	Core Topics	
1	Term 3 Preliminary Examination Period	N/A	Examination	Core Topics	<b>50%</b>
<b>Total</b>					<b>50%</b>

- The examination is independent of the competency-based assessments undertaken during the course and has no impact on student eligibility for AQF qualifications.

### **Assessment:**

Student competency in the various elements will be assessed using a variety of tools such as practical tasks, work experience assignments, exams, take home assignments and class activities. The assessment process for the Construction course is conducted week by week and every lesson covering three different stages of assessment:

- **Practical:** Takes place with the student partaking in practical elements related to the Information Technology Industry. The students are assessed on their quality and general aptitude related to the given area or competency being covered.
- **Theory:** Takes place in and around the practical requirements of the course, covering associated information and methods related to the practical projects. The assessment usually takes place in the form of a written exam in class time and/or homework tasks. Students are given two weeks notice prior to any examination.
- **Observation:** Of each student during class time performing general practical and theory related duties. This form of assessment allows a more forgiving result for those hard working students who may have just fallen short in the required level of competency.

# *Visual Arts*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	T1 WK 4 WK 8	P7-P8	Test	Functions and Concepts of Art	10%
2	T2 WK7	P7-P10	Essay	Working with the Conceptual	10%
3	T2 Wk 9	P1-P6	Making	Artwork Surrealist & Dada	15%
4	T3 EXAM BLOCK	P7-P10	Examination	All Topics	30%
5	T3 WK 9	P1-P6	Making	Body Of Work	35%
				<b>Total</b>	<b>100%</b>

End of Booklet