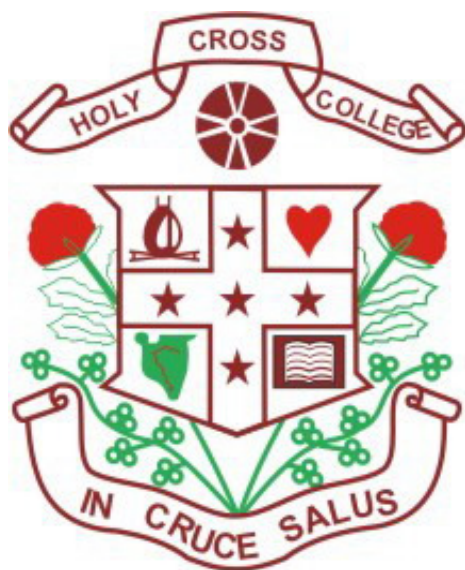


# Holy Cross College, Ryde



## HSC Course Assessment Manual 2010

**YEAR 12**

*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 12 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 effectively manage these tasks.

The assessment programme permits work not able to be examined in the HSC to be taken into account, as well as assessing tasks associated with examinable material. The HSC document includes two sets of marks - one of exam results and the other of assessment scores. For VET courses, only assessment scores are recorded. If students or parents are in need of further explanation or interpretation of procedures they should immediately contact the appropriate subject teacher, Subject Coordinator or Year Coordinator.

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.

We wish to thank all members of Staff for their contributions to the College's Assessment Task Procedures and offer our student body every assistance and wish them every success with the tasks that lay ahead.

Mr Phillip Gibney  
Curriculum Coordinator

## **RATIONALE**

The College Assessment Task procedures in Year 12 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 HSC 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 Year 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 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 his estimate mark based on his previous assessment results and current course rank. The KLA Coordinator may request a student to sit a modified task to assist in assessing relevant outcomes for the course. Absence from a test/examination type task with an acceptable reason will incur no penalty.
- 4.8 If circumstances prevent the administering of a substitute task the Subject Co-Ordinator may give approval for an estimate mark to be given.

- 4.9 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.
- 4.10 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.
- 4.11 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.
- 4.12 Students that undertake Vet courses and/or TAFE courses that require Work placement to occur will need to inform their teachers of their absence 2 weeks prior to the work placement if they are going to miss an assessment event. These students will then complete the assessment prior to going on work placement for all in class tasks. Hand in task will be determined by the relevant KLA coordinator

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

1. Go to Year Coordinator to collect absentee form in triplicate before roll call or ASAP before going to classes.
2. Fill in form, and attach document(s)
3. Take form and document(s) immediately to Subject Coordinator for determination, on form, in writing; e.g. do task in subject period that day.
4. 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 9, 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: \_\_\_\_\_



Students Name: \_\_\_\_\_ Class: \_\_\_\_\_

**HOLY CROSS COLLEGE**  
**YEAR < 12 > < Subject >**  
**< Assessment Task Outline >**

Assessment Task No: Type of Task (e.g. Oral Task)	Date Handed Out	Due Date	Weighting %	Total Marks
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**SUBMISSION INSTRUCTIONS**

Record here exactly how and where you want the task submitted e.g. Your written assessment task must be handed to you class teacher in your English class on Tuesday 3 March.

**ABSENCE / MISADVENTURE INSTRUCTIONS**

*E.g. Yr 7 -12 - If you are absent from school on the day the task is to be completed you are required, on your return to school, to obtain an absentee form from the Year Coordinator, complete the form and attach any documentation and submit the form together with the assessment task to the Subject Coordinator*

**MARKING**

Mark: \_\_\_ / \_\_\_

Comment:

Marker(s): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**STUDENT CONFIRMATION**

This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others.

Student Signature \_\_\_\_\_

I have kept a copy of my task Yes/No

✂.....

**Assessment Task Receipt**

Students to record all details before handing in. Teachers sign as a receipt

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Subject: \_\_\_\_\_

Task Number: \_\_\_\_\_ Date Due: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_



**To be completed and submitted with the task**

<b>STUDENT EVALUATION</b>	
This is my best work	1 2 3 4 5
I was organised	1 2 3 4 5
I understood the task	1 2 3 4 5
I took notice of the rubric and /or marking guidelines	1 2 3 4 5
I checked the meaning of the key words in the Glossary of Terms	1 2 3 4 5

<b>Next time I will:</b>

**Please complete the following sections following return of the task:**

<b>I could improve the following skills in future by:</b>	
<b>Skills</b>	<b>Method of Improvement</b>

<b>I would like to see further clarification or assistance with:</b>

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

<b>Parent Comment:</b>

**Parent Signature:** \_\_\_\_\_

## CONTEXT FOR THE TASK

This section explains to the students how the assessment task links to the unit/topic being studied. E.g. *In order to understand and build information systems. Information processes must be understood. This unit examines each of the information processes by focusing on some of the tools used .....*

## OUTCOMES BEING ASSESSED

Outcomes listed by the number and description. E.g.

- H1** *Evaluates how major advances in science understanding and technology have changed the direction of scientific thinking*
- H3** *Assesses the impact of particular advances in chemistry on the development of technologies*

## IN ORDER TO UNDERTAKE THIS TASK YOU WILL NEED TO:

This section outlines what things the student has to do to undertake the task. E.g.

- *Refer to your class and homework on the topic.*
- *Reflect on information and discussions undertaken in class.*
- *Use any library time given to undertake guided research into aspects of the task.*
- *Include a correctly formatted bibliography.*

## CROSS CURRICULA PERSPECTIVES

Taken from the relevant syllabus – Gospel Values (from the Sense of Sacred), Work Employment & Enterprise, Aboriginal & Indigenous, Civics & Citizenship, Difference & Diversity, Gender. E.g. *from the geography syllabus*

- *Gospel Values - Citizens of the World; Tolerance*
- *ICT – Desktop Publishing*
- *Difference & Diversity – National Identity*

## TASK RUBRIC

What are the students going to be assessed on – needs to be written as SC and HSC Rubrics appear. E.g.

*In your answer you will be assessed on how well you:*

- *demonstrate understanding of the way perceptions of the journey are shaped in and through texts*
- *describe, explain and analyse the relationship between language, text and context*

## THE TASK

Describes the task in detail - what needs to be done, how it's done, the due date of progress reports

## MARKING GUIDELINES (Samples)

Criteria	Marks
Needs to be an incremental scale of 3 – 5 bands depending on marks awarded. Needs to be based on the sections of “In Order to Undertake this Task” and the “Task Rubric”	<b>17 - 20</b>
	<b>13 - 16</b>
	<b>9 – 12</b>
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of the structure, employment practices and work related issues affecting an enterprise.</li> <li>• Includes some features of a report in the response and uses some basic terminology and concepts.</li> <li>• Selects and organises some information.</li> <li>• Adheres to some of the submission requirements in terms of presentation, word limit and bibliography.</li> </ul>	<b>5 – 8</b>
	<b>1 - 4</b>

### Create Corporate Stationary

Criteria	Marks		
	Business cards	Company letterhead	Magazine advertisement
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the use of design principles in desktop publishing.</li> <li>• A consistent theme and design is evident throughout all of the corporate stationary.</li> <li>• All of the corporate stationary produced is suitable for its purpose.</li> </ul>	3	3	3
<ul style="list-style-type: none"> <li>• Demonstrates a satisfactory understanding of the use of design principles in desktop publishing.</li> <li>• A consistent theme and design is evident throughout most of the corporate stationary.</li> <li>• Most of the corporate stationary produced is suitable for its purpose.</li> </ul>	2	2	2

OPTION:				
Category	Marking scale			Mark
<b>Introduction</b>	0----- No introduction	-----1----- Basic greeting	-----3----- Greeting, opening with topic, stating your name and purpose	
<b>Body</b>	0----- No sources used	-----3----- Substantial use of sources	-----5----- Sophisticated use of two or more sources	
	<b>Total</b>			<b>/ 30</b>

## 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.

## MODERATION OF ASSESSMENT

- 6.1 Schools submit final assessment marks to BOS. These are subject to adjustment, which is called 'moderation', and is carried out by the Board of Studies.
- 6.2 The rank order of students in the group and the relative differences between their assessments are retained throughout this process.
- 6.3 Because assessments given by the school cannot be compared fairly before they are moderated, schools are **not permitted to reveal candidates' final school assessment marks to them.**

## THE CONDUCT OF ASSESSMENT REVIEWS

**NOTE:** *Students who have concerns about any task should firstly consult their teacher. If concerns still remain they should then see their Subject Co-ordinator. Only major issues will go to the Curriculum Co-ordinator and may go to the Assessment Review Panel.*

7.1 **BASIS OF REVIEW:** Since the final assessment marks are not available to students, any assessment review will be based on the Order of Merit placement and feed back on performance during the course. Students who consider that their placement on the Order of Merit for any course is not correct on the basis of feed back on their performance during the course may seek a school review.

7.2 **CONDUCT OF REVIEW:** In the conduct of an assessment review it will be necessary for the review panel to ascertain:-

- the weighting specified by the school in the assessment program conforms with the B.O.S. course requirements as detailed in the syllabuses.
- the procedures used by the school for determining the final mark conform with the stated assessment program. The weightings used for assessment tasks should be consistent with those specified in the assessment schedules.
- there are no computational or other clerical errors in the determination of the assessment mark.

7.3 A panel to review assessment appeals will consist of:-

- The Year Co-ordinator or another Subject Co-ordinator representing the interests of the student involved in the review.
- The Subject Co-ordinator of the particular subject involved in the review course.
- A qualified person to examine the statistical computations.
- The Curriculum Co-Ordinator representing the Principal.

7.4

Students will be informed of the closing date for assessment reviews.

## APPEALS TO THE BOARD OF STUDIES

- 8.1 After the last HSC examination a card showing each student's rank order for assessment is available.
- 8.2 If a student considers that his relative placement in any course is not correct he may appeal to the College for a review.  
There is no provision for a review of marks awarded for assessment tasks.
- 8.3 Reviews are limited to assessment procedures. The only matters which the school will consider are whether:-
- the weightings specified in the assessment program conform with the Board's requirements.
  - the procedures used for determining the final assessment mark conform with the assessment program.
  - there are computational or other clerical errors in the determination of the mark.
- 8.4 If a student is dissatisfied with the outcome of any College review he may appeal to the Board of Studies. There can be no appeal against the marks awarded for individual assessment tasks. The Board will consider only whether:-
- the school review process was adequate.
  - the conduct of the review was proper in all respects.
- 8.5 The Board will not itself revise the assessment marks or rank order. If the appeal is upheld, the Board will direct the school to carry out a further review.
- 8.6 The appeals review will be carried out by the Principal, the Curriculum Coordinator and two nominated Subject Coordinators.
- 8.7 The school will advise both the student and the Board of the outcome of the review.

# 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 Coordinator has the responsibility to:-

- 9.1 Know the policy and procedures of the B.O.S., school and tertiary institutions which pertain to Year 12.
- 9.2 Prepare an assessment policy and program for each subject which is in accord with the Board's general guidelines, subject manual and school policy.
- 9.3 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
- 9.4 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.
- 9.5 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.
- 9.6 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.
- 9.7 Provide two weeks warning to staff and students of forthcoming dates for completion of formal Assessment tasks.
- 9.8 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.
- 9.9 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.
- 9.10 Keep records of marks and supply a copy of the final mark with tasks and weights clearly indicated to the Curriculum Coordinator.

**The Year Coordinator has the responsibility to:-**

- 9.11 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.
- 9.12 Be accurately informed about:-  
 the assessment policy and procedures of the Board and the school
- 9.13 Check that every student has received a copy of his Assessment program for each of his subjects.
- 9.14 Monitor students concerning their understanding of assessment, review and tertiary entrance policy/procedures and to take appropriate steps to correct misunderstandings.
- 9.15 Monitor the school assessment calendar and student reactions to assessment scheduling and consult with the Curriculum Coordinator or Assistant Principal about problems.
- 9.16 Identify and counsel students who are underachieving, unsuccessful, over-stressed or atypical in other ways and refer any necessary information to appropriate staff.
- 9.17 Inform students transferring from another school about school and subject policies.
- 9.18 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.
- 9.19 Complete the required administrative procedures associated with the submission of the Preliminary Course Assessment.

**The Curriculum Coordinator has the responsibility to:-**

- 9.20 Know the policy of the Board, the school and tertiary institutions.
- 9.21 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.
- 9.22 Publish annually the Assessment Handbook for staff and students/parents, which provides relevant extracts from school and subject policies.
- 9.23 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.
- 9.24 Monitor the implementation and impact of the school policy/practices on students and staff.
- 9.25 Manage the periodic review, redevelopment and publication of the school assessment policy and procedures.
- 9.26 Keep a copy of all final Assessment task marks with weights and tasks clearly indicated.

## SUBJECT COORDINATORS

<i>Department</i>	<i>Co-ordinator</i>	<i>Subjects</i>
<i>Creative Arts</i>	<b>Ms Jennifer Tighe</b>	Music Photographic Digital media
<i>English</i>	<b>Ms Rhonda Huntly</b>	English – Advanced English – Standard English – Extension 1
<i>HSIE</i>	<b>Mr Michael Croucher</b>	Ancient History Modern History Business Studies Legal Studies Economics History Extension Work Studies
<i>Mathematics</i>	<b>Mr. Paul Hajjar</b>	Mathematics – General Mathematics – 2 Unit Mathematics – Extension 1
<i>PD/PE/Health</i>	<b>Mr Damian Chase</b>	PDHPE Sport Lifestyle Recreation
<i>Religious Education</i>	<b>Mr Michael Halliday</b>	Studies of Religion 1 Religious Catholic Studies
<i>Science</i>	<b>Mrs Joelle Camps-Vazquez</b>	Biology Chemistry Physics
<i>TAS</i>	<b>Ms. Vanessa Bain</b>	Vet Construction Design & Technology Industrial Technology Timber Information Processes & Technology Computer Applications Vet Hospitality Vet information Technology

## 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

# GUIDE TO REFERENCING

## Harvard Method

When writing assignments you will need to acknowledge the bibliographical references of all sources and resources you have used.

A bibliography needs to describe a source precisely enough for a reader to identify and locate it, if necessary.

This method of citing (quoting) resources is standardised and is known as the Harvard method.

A bibliography should be included at the end of an assignment, with entries listed alphabetically.

The following pages tell you which details are required for a book, an encyclopaedia, a journal article, a CD-ROM and an Internet website.

- Book**
- a) surname of author or editor, initials
  - b) year of publication
  - c) title
  - d) series and volume, if any
  - e) edition, if other than first
  - f) publisher
  - g) place of publication
  - h) page number
- Example:** Darwin, C. 1968. *Origin of Species*. Penguin, London

- Encyclopaedia**
- a) title
  - b) volume number
  - c) year of publication
  - d) publisher
  - e) place of publication
- Example:** *Encyclopaedia Britannica*. Volume 10. 1992. Encyclopaedia Britannica, Chicago.

- CD-Rom**
- a) surname of author or editor, initials (if any)
  - b) title
  - c) type of medium (in brackets)
  - d) year of production
- Example:** Microsoft *Dinosaurs* (CD-Rom), 1996

- Journal Article**
- a) name of author
  - b) year of publication
  - c) title of article
  - d) title of periodical (underlined or in italics)
  - e) volume number
  - f) issue number
  - g) page number
- Example:** Shea, T. W. 1959. 'The Car.' *Modern Motor*, Vol. 2, April 1998. p.32

- Internet**
- a) name of author
  - b) date of publication (if present)
  - c) title of website
  - d) website address
- Example:** ASTEC, 1994. The Network Nation,  
Available at: <http://www.astec.gov.au>

- Footnoting**
- There are two ways of acknowledging references or sources in the text of essays, rather than including a separate footnote:
- a) name of author, year of publication, and page number (in brackets)
- Example:** Iron is the second most abundant metal in the earth's crust (Brown 2001, p.94)
- OR
- b) author's name integrated into text of assignment followed by the year of publication (in brackets)
- Example:** Brown (2001, p.94) maintains that iron is the second most abundant metal in the earth's crust

## 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 1*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Assessment Component & Weightings	Topic / Content	Weighting
1	2009 Week 8 Term 4	H1, H2, H3, H8, H9	Analysis of stimulus material	K 5% S 10% C 10%	Religion and Belief Systems in Australia post-1945	25%
2	Week 7, Term 1	H4, H5, H6, H7, H9	Secondary research	K 5% R 10% C 5%	Religious Tradition Depth Study - CHRISTIANITY	20%
3	Week 3, Term 2	H1, H5, H7, H8, H9	Secondary research	K 5% R 10% C 5%	Religious Tradition Depth Study – JUDAISM	20%
4	Week 3 Term 3	H1, H2, H3, H4, H5, H8	Trial Test Type	K 25% S 10%	All Course Components	35%
<b>Total</b>						<b>100%</b>

### ASSESSMENT COMPONENTS AND WEIGHTINGS

<b>K</b>	<i>Knowledge and understanding of course content</i>	<b>40%</b>
<b>S</b>	<i>Source based skills</i>	<b>20%</b>
<b>R</b>	<i>Investigation and Research</i>	<b>20%</b>
<b>C</b>	<i>Communication of information, ideas, and issues in appropriate forms</i>	<b>20%</b>
		<b>100%</b>

# *Religious Catholic Studies*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 8 Term 4 2009	V5, K5, S4	Structured Research	Christian Prayer	<b>25%</b>
2	Week 8 Term 1	V4, K5, S4	Analysis of stimulus material	Moral Issues	<b>25%</b>
3	Week 6 Term 2	V4, K5, S4	Oral / Report	Justice and Compassion	<b>25%</b>
4	Week 6 Term 3	V5, K5, S5	Experiential	Mission, Leadership and Ministry	<b>25%</b>
<b>Total</b>					<b>100%</b>

# Ancient History

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic/Component	Weighting	Weighting
1	Term 4 Week 8 2009	H1.2, H2.1, H3.1, H3.2, H4.2	In-class source analysis task	Source based skills Historical inquiry Communication	5% 5% 5%	<b>15%</b>
2	Term 1 Week 5 2010	H3.1, H3.3, H3.6, H4.2	Source based short answer and extended response	Knowledge & Understanding Source based skills Historical inquiry Communication	5% 5% 5% 5%	<b>20%</b>
3	Term 1 Week 8/9 2010	H 2.1, H3.1, H3.2, H3.4, H3.6, H4.1, H4.2	Half Yearly Exam	Knowledge & Understanding Source based skills Communication	10% 5% 5%	<b>20%</b>
4	Term 2 Week 9 2010	H1.1, H2.1, H3.1, H3.2, H3.3, H3.6	Research essay and oral presentation	Knowledge & Understanding Historical inquiry	15% 10%	<b>25%</b>
5	Term 3 Week3/4 2010	H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2	Trial HSC Exam	Knowledge & Understanding Source based skills Communication	10% 5% 5%	<b>20%</b>
<b>Total</b>						<b>100%</b>

### Assessment Components Weighting

<b>Knowledge &amp; Understanding</b>	<i>Knowledge and understanding of course component</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>

# *Biology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 8 Term 4 2009	H4, H5, H6, H11-14	Written and Practical	Search For Better Health (9.4)	<b>15%</b>
2	Exam Block Term 1	H6, H11,H12, H14	Practical Task	Maintaining a Balance (9.2)	<b>25%</b>
3	Week 10 Term 2	H4, H5, H10 12.3 a,d,e 12.4 d, f H13.1 a,b,c,e, 14.1 b	Research and Oral Assessment	Blueprint of Life (9.3)	<b>20%</b>
4	Trial Exam Block Term 3	H1 - H14	Written Test	Above three topics and part option	<b>30%</b>
5	Week 5 Term 3	H11-14	First Hand Investigation Report	Communication (9.6)	<b>10%</b>
<b>Total</b>					<b>100%</b>

### Assessment Components Weighting

Task	Knowledge and Understanding	Skills in: First Hand Investigation Skills	Skills in: Scientific Thinking and Problem Solving Skills	Weighting
1	10	5		<b>15</b>
2		15	10	<b>25</b>
3	10		10	<b>20</b>
4	20		10	<b>30</b>
5		10		<b>10</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	Weighting
1	Term 4 Week 7/8 2009	H1.2, H5.1, H5.2, H5.3	Research and in-class extended response	Knowledge & Understanding Stimulus based skills Inquiry & Research	5% 5% 10%	<b>20%</b>
2	Term 1 Week 8/9 2010	H2.1, H3.1, H3.2, H4.1, H5.1, H5.3, H5.4	Half Yearly Exam	Knowledge & Understanding Stimulus-based skills Communication	10% 5% 5%	<b>20%</b>
3	Term 2 Week 10 2010	H1.2, H3.3, H4.1, H4.2, H5.1, H5.2, H5.3	Research Task	Knowledge & Understanding Inquiry & Research Communication	10% 10% 10%	<b>30%</b>
4	Term 3 Week 3/4 2010	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H5.3, H5.4	Trial HSC Exam	Knowledge & Understanding Stimulus based skills Communication	15% 10% 5%	<b>30%</b>
<b>Total</b>						<b>100%</b>

### Assessment Components Weightings

<b>Knowledge &amp; Understanding</b>	<i>Knowledge and understanding of course component</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 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	Week 9 Term 4 2009	H1, H2, H8- H14	Written and Practical	Identification and Production of Materials (9.2)	<b>20%</b>
2	Exam Block Term 1	H1, H2, H9-14	Written and Practical	The Acidic Environment (9.3)	<b>20%</b>
3	Week 9 Term 2	H2, H3, H6-14	Research Task	Chemical Monitoring and Management (9.4)	<b>20%</b>
4	Week 2 Term 3	H11-H14	ICT Investigation Report	As selected from Syllabus Outcomes	<b>10%</b>
5	Trial HSC Block	H1-H14	Written Test (Trial HSC)	The Three core topics and (part) Option topic	<b>30%</b>
<b>Total</b>					<b>100%</b>

### Assessment Component Weightings

Task	Knowledge and Understanding	Skills in: First Hand Investigation Skills	Skills in: Scientific Thinking and Problem Solving Skills	Weighting
1	10	5	5	<b>20%</b>
2	10	5	5	<b>20%</b>
3	10	5	5	<b>20%</b>
4		5	5	<b>10%</b>
5	10	10	10	<b>30%</b>
<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

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

# *Computer Applications*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 4 Week 8	1.1, 1.2, 1.3, 5.1	Practical and Written	Spreadsheets I	<b>15%</b>
2	Term 1 Week 6	1.1, 1.2, 2.2, 4.1	Written Report	Hardware and Software Skills	<b>25%</b>
3	Term 2 Week 4	1.1, 1.2, 1.3, 5.1	Practical and Written	Graphics I	<b>15%</b>
4	Term 2 Week 11	1.2, 1.3, 3.1, 3.2, 4.3,	Project Work	Multimedia I	<b>25%</b>
5	Term 3 Week 5	1.1, 1.2, 1.3, 5.1	Practical and Written	Desktop Publishing I	<b>20%</b>
				<b>Total</b>	<b>100%</b>

# *Design and Technology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 7 Term 4 2009	4.1, 4.2, 4.3, 5.1, 5.2	Project Proposal Presentation	Designing & Producing	<b>20%</b>
2	Week 6 Term 1	2.2, 3.1, 3.2, 6.2	Written Case Study of Innovation	Innovation & Emerging Technologies	<b>20%</b>
3	Week 4 Term2	2.1, 3.1	Research	Designing & Producing Innovations & Emerging Technologies	<b>15%</b>
4	Week 5 Term 3	5.2, 6.1	Evaluation Report	Designing & Producing	<b>15%</b>
5	Term 3 Trial Exam Block	ALL	Trial Examination	All Topics	<b>30%</b>
				<b>Total</b>	<b>100%</b>

# *English Standard*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 7 Term 4 2009	1, 2, 3, 4, 5, 6, 7, 11, 12	AOS Speaking Task	Writing (5) Speaking (15)	<b>20%</b> <b>AOS 20</b>
2	Term 1 (Assessment Block)	2, 4, 5, 6, 9	AOS: Response to Stimulus MOD A: Extended Response	Reading (20) Writing (5)	<b>25%</b> <b>MOD A 15</b> <b>AOS 10</b>
3	Week 4 Term 2	1, 2, 3, 4, 5, 6, 8, 10	Module B Viewing/Representing	Viewing/Representing (15)	<b>15%</b> <b>MOD B 15</b>
4	Week 9 Term 2	7, 8, 9, 11, 12, 13	Module C Listening	Listening (15)	<b>15%</b> <b>MOD C 15</b>
5	Term 3 Trial Exam Block	1, 2, 7, 8, 9,10, 12	Trial Examination	Reading (5) Writing (20)	<b>25%</b> <b>AOS 10</b> <b>MODS A,B,C 15</b>
				<b>Total</b>	<b>100</b>

# *English Advanced*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 7 Term 4 2009	1, 2, 2A, 4, 5, 6, 7, 11, 12A	AOS: Speaking Task	Writing (5) Speaking (15)	<b>20%</b> <b>AOS 20</b>
2	Week 9 Term 1 (Assessment Block)	2, 2A, 4, 5, 6	AOS: Response to Stimulus MOD A: Extended Response	Reading (20) Writing (5)	<b>25%</b> <b>MOD A 15</b> <b>AOS 10</b>
3	Week 4 Term 2	1, 2, 2A, 3, 4, 5, 6, 7	Module B Viewing/Representin g	Viewing/Representing (15)	<b>15%</b> <b>MOD B 15</b>
4	Week 9 Term 2	10,11, 12, 12A, 13	Module C Listening	Listening (15)	<b>15%</b> <b>MOD C 15</b>
5	Trial Exam Block	1, 2, 7, 8, 9,10, 12	Trial Exams	Reading (5) Writing (20)	<b>25%</b> <b>AOS 10</b> <b>MODS A,B,C 15</b>
				<b>Total 100</b>	<b>100</b>

# *English Extension 1*

## Assessment Schedule

Task No.	Timing	Task	Weighting	Speaking Listening	Reading/ Writing	Viewing/ Representing
1	Week 4 Term 1	Creative writing presentation (H1, 3, 4)	15 (30%)	5	5	5
2	Week 9 Term 1 (Assessment Block)	Extended response (H1, 2, 3)	5 (10%)		5	
3	Week 9 Term 2	Supplementary text: oral presentation (H1, 2, 3, 4)	15 (30%)	5	5	5
4	Trial Exam Block	Trial HSC exam (H1, 2, 3)	15 (30%)		15	
<b>Total</b>			<b>50 (100%)</b>	10	30	10

# Economics

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic/Component	Weighting	
1	Term 4 Week 7 2009	H1, H2, H3, H4, H7, H10, H11	Research report – case study	Knowledge & Understanding Stimulus based skills Inquiry & Research Communication	5% 5% 5% 5%	<b>20%</b>
2	Term 1 Week 8/9 2010	H1, H3, H4, H6, H7, H10, H11	Half Yearly Exam	Knowledge & Understanding Stimulus based skills Communication	10% 5% 5%	<b>20%</b>
3	Term 2 Week 7 2010	H1, H2, H4, H5, H6, H7, H8, H10	Media research and analysis	Knowledge & Understanding Inquiry & Research Communication	10% 15% 5%	<b>30%</b>
4	Term 3 Week 3/4 2010	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Trial HSC Exam	Knowledge & Understanding Stimulus based skills Communication	15% 10% 5%	<b>30%</b>
<b>Total</b>					<b>100%</b>	

### Assessment Components Weightings

<b>Knowledge &amp; Understanding</b>	<i>Knowledge and understanding of course component</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>

# History Extension

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic/Component	Weighting
1	Term 1 Week 3 2010	E1.1, E2.1, E2.2, E2.3	Research Project	Skills in designing, undertaking and communicating historical inquiry – the History Project	40%
2	Term 1 Week 5 2010	E1.1, E2.2, E2.3	Trial HSC Exam	Knowledge and understanding of significant historiographical ideas and processes	10%
				<b>Total</b>	<b>50%</b>

# *Industrial Technology*

## *Timber Products and Furniture Technologies*

### Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 7 Term 4	H2.3, H 3.2, H3.3, H5.1	Written Report	Design, Management and Communication	15%
2	Week 5 Term 2	H2.1, H3.3, H4.1, H6.2	Practical Assessment	Production	20%
3	Week 5 Term 2	H2.1, H3.3, H4.1, H6.2	Practical Assessment	Production	20%
4	Week 1 Term 3	H5.2, H7.1, H7.2	Report	Industry Related Manufacturing Technology	15%
5	Trial Exam Block Term 3	All	Trial Exam	All units	30%
				<b>Total</b>	<b>100%</b>

# *Information Processes and Technology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 4 Week 8	1.1, 2.2, 3.1, 5.1	Design Project	Transaction Processing Systems	<b>15%</b>
2	Term 2 Week 1	1.1, 2.2, 4.1 5.2, 6.2, 7.1	Design Project	Information Systems & Databases/Project Management	<b>20%</b>
3	Term 2 Week 11	1.2, 3.2, 4.1, 6.1 7.2	Written Report	Communication Systems/Project Management	<b>15%</b>
4	Term 3 Trial Exam Period	All	Trial Examination	All Topics	<b>30%</b>
5	Term 3 Week 5	1.1, 2.1, 4.1, 5.2, 7.2	Design Project	Multimedia Systems	<b>20%</b>
				<b>Total</b>	<b>100%</b>

# Legal Studies

## Assessment Schedule

Task No.	Timing	Outcome	Assessment Type	Topic/Component	Weighting
1	Term 4 Week 8 2009	H1.1, H2.2, H5.1, H5.2, H5.3	Research report – case study	Law & Society 20% Investigation - Research 20%	<b>20%</b>
2	Term 1 Week 8/9 2010	H 1.1, H2.1, H3.2, H4.2, H4.3, H5.3	Half Yearly Exam	Crime 20% Examination/class tests 20%	<b>20%</b>
3	Term 2 Week 9 2010	H3.4, H4.1, H5.2, H5.4	Research Task and oral presentation	Focus Study – World Order 15% Focus Study – Workplace 15% Investigation – Research Communication - Oral 20% 10%	<b>30%</b>
4	Term 3 Week 3/4 2010	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H3.4, H4.2, H4.3, H5.3	Trial HSC Exam	Law & Society 5% Crime 5% Focus Study – World Order 10% Focus Study – Workplace 10% Examination/class tests 30%	<b>30%</b>
<b>Total</b>					<b>100%</b>

### Assessment Components Weightings

<i>Law &amp; Society</i>	25%
<i>Crime</i>	25%
<i>Focus Studies</i>	50%
	<b>100%</b>
<i>Investigation – Research</i>	40%
<i>Communication – Oral</i>	10%
<i>Examination/class tests</i>	50%
	<b>100%</b>

# *Mathematics*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	2009 Week 8 Term 4	P4-P8, H5, H6, H7	Written Test	Locus & The Quadratic Function & 2 unit Probability & Geometrical Application of Calculus	<b>10%</b>
2	Week 6 Term 1	H1, H5, H8	Written Test	Geometrical Application of Calculus Integration	<b>10%</b>
3	Week 9 Term 1	P2-P8 H1-H8	Semester 1 Examination	All Preliminary Topics + Probability Geometrical Applications of Calculus Integration Exponential Functions	<b>30%</b>
4	Week 7 Term 2	P4, P7, H5	Written Test	Logarithms Series Trigonometric Functions	<b>10%</b>
5	Trial Exam Week 3/4 Term 3	H1-H11 P2-P11	Trial HSC	All Topics including Applications of calculus to the physical world	<b>40%</b>
<b>Total</b>					<b>100%</b>

# *Mathematics Extension 1*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	2009 Week 8 Term 4	HE2, HE6	Written Test	Mathematical Induction & Permutations & Combinations & Parametric Parabola	<b>10%</b>
2	Week 7 Term 1	H5, H8 PE3, PE4, HE6, HE7	Written Test	Polynomials Integration & Circle Geometry	<b>10%</b>
3	Week 9 Term 1	H3-H8 PE3, PE4, PE6, HE3, HE5-7	Semester 1 Examination	Circle Geometry Polynomials Parametric Parabola Series 2 Permutations & Combinations	<b>30%</b>
4	Week 8 Term 2	H5, PE3, HE3, HE4, HE6, HE7	Written Test	Integration using substitution Probability and Binomial Theorem	<b>10%</b>
5	Trial Exam Week 3/4 Term 3	P4-P8 PE2-PE6 HE2-HE7	Trial HSC	All Topics	<b>40%</b>
<b>Total</b>					<b>100%</b>

# *Mathematics General*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	2009 Week 8 Term 4	P5, P10, H8, H11	Written Test	Probability & Credit & Borrowing & Annuities Loan Repayments	<b>10%</b>
2	Week 6 Term 1	H2-H7, H9, H11	Written Test	Depreciation & Data Analysis & Measurement	<b>10%</b>
3	Week 9 Term 1	H2-H11 P2-P11	Semester 1 Examination	Financial Mathematics Data Analysis Measurement	<b>30%</b>
4	Week 7 Term 2	H2, H3, H4, H5, H7, H10, H11	Written Test	Measurement Geometry of the Earth Probability	<b>10%</b>
5	Trial Exam Week 3/4 Term 3	H2-H11 P2-P11	Trial HSC	All Topics	<b>40%</b>
<b>Total</b>					<b>100%</b>

# Modern History

## Assessment Schedule

Task No.	Timing	Outcome	Assessment Type	Topic/Component	Weighting	Weighting
1	Term 4 Week 8 2009	H1.1, H1.2, H3.3, H3.4, H4.1	In-class source analysis task	Source based skills Historical inquiry Communication	5% 5% 5%	<b>15%</b>
2	Term 1 Week 6 2010	H1.2, H2.1, H3.1, H3.2, H4.2.	Research Essay	Knowledge & Understanding Source based skills Historical inquiry Communication	5% 5% 5% 5%	<b>20%</b>
3	Term 1 Week 8/9 2010	H1.1 H3.4, H4.1	Half Yearly Exam	Knowledge & Understanding Source based skills Communication	10% 5% 5%	<b>20%</b>
4	Term 2 Week 9 2010	H2.1, H3.3, H3.5, H4.2	Research report and oral presentation	Knowledge & Understanding Historical inquiry	15% 10%	<b>25%</b>
5	Term 3 Week 3/4 2010	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	Trial HSC Exam	Knowledge & Understanding Source based skills Communication	10% 5% 5%	<b>20%</b>
<b>Total</b>						<b>100%</b>

### Assessment Components Weightings

<b>Knowledge &amp; Understanding</b>	<i>Knowledge and understanding of course component</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*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 8 Term 4 2009	H4	Aural	Various	<b>10%</b>
2	Half Yearly Exam Block Term 1	H1	Performance	Music for 20 <sup>th</sup> and 21 <sup>st</sup> Century	<b>10%</b>
3	Week 1 Term 2	H3	Composition	Method of Notating Music	<b>10%</b>
4	Week 9 Term 2	H8	Viva Voce on Musicology Portfolio	Music for Radio, Film, TV & Multimedia	<b>10%</b>
5	Trial Exam Block Term 3	H6 H2 H9 H7	Aural Musicology Performance Composition	Various Elective Elective Elective	<b>60%</b>
<b>Total</b>					<b>100%</b>

# *Personal Development, Health and Physical Education*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	2009 Week 8 Term 4	H1, H2, H3, H4, H5, H14, H15, H16	Speech / Webquest	HSC Core 1 Health Priorities in Australia	<b>20%</b>
2	Exam Block Term 1	H1-H5; H7-H11; H14-H16	Examination	HSC Core 1 Health Priorities in Australia & HSC Core II Factors Affecting Performance	<b>20%</b>
3	Week 2 Term 2	H8, H13, H16, H17	Research Report	HSC Core II Factors Affecting Performance & HSC Option 3: Sports Medicine	<b>30%</b>
4	Trial Exam Block Term 3	All Outcomes	Trial HSC	HSC Core 1 & HSC Core II HSC Option 3 & HSC Option 4	<b>30%</b>
<b>Total</b>					<b>100%</b>

### Assessment Components Weightings

Task	Knowledge and Understanding:	Skills in:	Skills in:	Weighting
	- Factors that effect health - The way the body moves	- Influencing personal and community health - Taking action to improve participation and performance in physical activity	- Critical thinking research and analysis	
1	10	5	5	<b>20</b>
2	10	5	5	<b>20</b>
3	10	10	10	<b>30</b>
4	10	10	10	<b>30</b>
<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

# *Photography, Video and Digital Imaging*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term1 WK 10	M1,M2,M3,M4, M5,CH1,CH2 & CH4	Practical/Written	I Traditions, conventions, Styles and Genres	<b>20%</b>
2	Term 2 WK 10	M1,M2,M3,M4 M5,M6,CH1 CH2,CH3 CH4 &CH5,	Practical/Written	The Arranged Imaged	<b>20%</b>
3	Term 3 Wk 7	CH1,CH2,CH3 CH4,CH5	Written	Developing a Point of View Case study	<b>20%</b>
4	Term 3 WK 10	M1,M2,M3,M4,M5 M6	Practical	Developing a point of View Body Of Work	<b>40%</b>
<b>Total</b>					<b>100%</b>

# *Physics*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 4 Week 7 2009	H6, H11,H12,H14,H15	Practical	Space 9.2	20%
2	Term 1 Week 5	H3,H7,H 11-H15	First Hand Investigation and Analysis	Motors and Generators 9.3	15%
3	Term 2 Week 6	H5, H9, H13	Open Ended Investigation	Ideas to Implementation	20%
4	Term 3 Week 9	H4, H8,H10	Research Task	Medical Physics	10%
5	Trial HSC Exam Block	H1 –h14	Written	Three Cores and Option topic	35%
				<b>Total</b>	<b>100%</b>

### Assessment Components Weightings

Task	Knowledge and Understanding	Skills in: First Hand Investigation	Skills in: Scientific Thinking and Problem Solving	Weighting
1	0	15	5	20
2	5	10	0	15
3	5	5	10	20
4	10	0	0	10
5	20	0	15	35
<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	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 3	1.3, 2.3, 3.6, 4.1	Expedition Plan / Skills Assessment	Outdoor Recreation	<b>25%</b>
2	Term 2 Week 2	1.2, 2.2, 3.2, 4.4	Weight Training Program	Resistance Training	<b>25%</b>
3	Term 2 Week 8	1.1, 2.1, 3.1, 4.4	Golf Practical Assessment	Individual Sports	<b>25%</b>
3	Term 3 Week 2	1.5, 2.3, 3.5, 4.3	Report and Practical Assessment	Healthy Lifestyle	<b>25%</b>
				<b>Total</b>	<b>100%</b>

# *Vet Construction*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Exam Block Term 1	N/A	Examination	Core Topics	<b>50%</b>
2	Term 3 Exam Block	N/A	Examination	Core Topics	<b>50%</b>
				<b>Total</b>	<b>100%</b>

### **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.  
HSC Examination: Students may sit for an examination Construction, which counts 100% of the HSC mark. The Board of Studies requires an estimated mark for each student that is used only in the case of accident/misadventure. The estimated mark will be calculated on:
  - 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.

# *Vet Hospitality*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Exam Block Term 1	N/A	Examination	Core Topics	<b>50%</b>
2	Term 3 Exam Block	N/A	Examination	Core Topics	<b>50%</b>
				<b>Total</b>	<b>100%</b>

### **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.  
HSC Examination: Students may sit for an examination in Hospitality, which counts 100% of the HSC mark. The Board of Studies requires an estimated mark for each student that is used only in the case of accident/misadventure. The estimated mark will be calculated on:
- 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 (cookery). 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.

# *Vet Information Technology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Exam Block Term1	N/A	Examination	Core Topics	<b>50%</b>
2	Term 3 Exam Block	N/A	Examination	Core Topics	<b>50%</b>
<b>Total</b>					<b>100%</b>

### **Units of Competencies included in the Information Technology 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.  
HSC Examination: Students may sit for an examination Information Technology, which counts 100% of the HSC mark. The Board of Studies requires an estimated mark for each student that is used only in the case of accident/misadventure. The estimated mark will be calculated on:
  - 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 Information Technology 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 e.g. networking, software manipulation 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. 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.

# *Work Studies*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic/Component	Weighting
1	Term 4 Week 7 2009	N/A	Research and oral presentation	Module 7: Self Employment	<b>20%</b>
2	Term 1 Week 8/9	N/A	Research Report	Module 8: Investigating an Enterprise	<b>25%</b>
3	Term 2 Week 11	N/A	Work Project	Module 11: Work Project	<b>25%</b>
4	Term 3 Week 3/4	N/A	Yearly Exam	Module 3: Workplace Communication and Interpersonal Skills Module 6: Workplace Issues Module 7: Self Employment Module 8: Investigating an Enterprise	<b>30%</b>
<b>Total</b>					<b>100%</b>

End Of Booklet