



St Clare's College
Waverley

HSC Course Assessment Handbook 2018 - 2019



Dear Year 12 student,

This Handbook contains the Higher School Certificate (HSC) Assessment Policy of St Clare's College, Waverley for the 2019 HSC. Each course has identified the number of tasks required, the weighting of the tasks, the type of task and the scheduling of the task. This document provides you with written advice about the College's requirements for assessment in each course.

The procedures for late submission in the case of illness and/or misadventure, as well as the College Policy on assessment malpractice, are outlined in this reference guide. The Policy also indicates the College processes to be implemented in the case of invalid or unreliable results and student appeals arising from formal assessment.

Each student will receive a comprehensive report on her academic progress during May 2019 and September 2019. Clear feedback on performance in each task, in relation to achievement of the targeted course outcomes, and a relative position (rank) within the school group, will be given to you.

As a senior student, it is in your interests, as well as being your responsibility, to understand the College Assessment Policy and to monitor your own progress.

It is my expectation that each St Clare's College student, undertaking the HSC in 2019, will apply herself to the study and requirements of each course undertaken and will do her best in all aspects of the course.

The HSC year is a demanding one for all students. Success requires motivation, organisation, determination and perseverance for the whole year. It is most easily achieved by putting your best effort, not only into your assessment tasks, but also into class work, homework and study time. Use your time efficiently and effectively.

Plan your time so that you have time to relax, time for family and friends, and time for prayer.

The College wishes you all the best in your year of study. Be assured of the prayers of the College community for your success.

May St Clare be your inspiration.

Mrs Antoinette McGahan
Principal

College Contacts

College Leadership Team

Principal
Mrs Antoinette McGahan

Deputy Principal
Mrs Kerrie McDiarmid

Director of Religious Education
Mr Mark McCoy

Director of Learning & Teaching
Mr Chris Maoudis

Administration Co-ordinator
Mr Michael Peck

Director of Well-Being
Mrs Belinda Dixon

Heads of Department

Religious Education:	Mr Mark McCoy
English:	Ms Annette Emms
Creative and Performing Arts:	TBC
Human Society and its Environment:	Ms Kirstie Mason
Science:	Ms Anne Murphy
Mathematics:	Mr Christopher Pocock
TAS/VET:	Ms Taryn Smith
PDHPE:	Mr Paul Arundel

Other Positions of Responsibility

Leader of Innovation and Information Literacy:	Mr Michael Burden
Counsellor:	Ms Natalie Green
Teacher in Charge of Languages:	Mrs Margaret Gray-Weale
Learning Support:	Mrs Liana Gibson

1. INTRODUCTION

Students are informed, in writing, through this handbook of the following:

- The components of each course as specified in the course requirements;
- The weightings of each task in relation to the total requirements for the course;
- The nature of each assessment task, e.g., formal examination, research-based written response, oral presentation, etc.;
- College policy regarding illness, misadventure and malpractice in assessments;
- College policy regarding late submission and non-completion of assessments; and
- A student's entitlements to school-based appeals and appeals to the NSW Education Standards Authority (NESA).

Students are informed of the dates of all HSC assessment tasks for 2018/2019 through this handbook, through the College Calendar and through each individual assessment notification.

STUDENTS MUST MAKE IT THEIR RESPONSIBILITY TO BE AWARE OF ALL CONDITIONS, ASSOCIATED WITH HSC ASSESSMENT.

IGNORANCE AND FORGETFULNESS ARE NOT ACCEPTED AS LEGITIMATE REASONS FOR FAILURE TO COMPLETE AN ASSESSMENT ON TIME.

Please read this handbook carefully.

2. GENERAL INFORMATION

2.1 Eligibility

To be eligible for the award of the Higher School Certificate (HSC), students must have:

- completed the Preliminary HSC satisfactorily;
- attended a government school, an accredited non-government school, an institute of TAFE NSW, or a school outside of New South Wales, recognised by the NSW Education Standards Authority (NESA);
- completed satisfactorily courses, which comprise the pattern of study, required by the NESA for the award of the HSC;
- undertaken, and made a serious attempt at, the requisite HSC external examinations.

2.2 Pattern of study

To qualify for the HSC, students must complete a Preliminary pattern of study satisfactorily, comprising at least 12 units, and a HSC pattern of study, comprising at least 10 units. Both patterns must include:

- at least six units from Board-developed courses;
- at least two units of a Board-developed course in English;
- at least three courses of two units value or greater (either Board-developed or Board-endorsed courses); and
- at least four subjects.

To satisfy pattern-of-study requirements for the HSC, a student may count a maximum of six Preliminary units and six HSC units from Science courses.

3. SATISFACTORY COMPLETION OF A COURSE

3.1 Course Completion Criteria

The following Course Completion Criteria refer to both Preliminary and HSC courses.

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

- (a) followed the course, developed or endorsed by the Authority; and
- (b) applied herself with diligence and sustained effort to the set tasks and experiences, provided in the course by the College; and
- (c) achieved some, or all, of the course outcomes.

Whilst the NESA does not mandate attendance requirements, the Principal may determine to issue an 'N' award on the grounds of poor attendance, if it can be established that the effect of the student's absenteeism inhibits her ability to meet the Course Completion Criteria.

If, at any time, it appears that a student is at risk of being given an 'N' determination (Non-completion of course requirements) in any course, the Principal will 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 will be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter will be sent (Please refer to the sample letter in Appendix 1.).

Students, who have not complied with the above requirements, cannot be regarded as having completed the course satisfactorily. The Principal will then apply the 'N' determination.

Students, who have received an 'N' determination, have a right of appeal (Please refer to assessment policy).

3.2 Higher School Certificate and Record of Achievement

Students, studying a HSC course, must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to meet these requirements.

For courses, where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks, which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the respective Course Completion Criteria. It is only when these conditions are met that the course is listed on the Record of Achievement.

Where students are studying a HSC course, which includes a requisite examination, students must undertake, and make a genuine attempt at, such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate on the appropriate documentation that the course has not been completed satisfactorily.

Until a student, presenting for the award of the HSC, has completed courses, totalling at least 12 units of Preliminary courses and 10 units of HSC courses, satisfactorily, which satisfy the NESA's pattern-of-study requirements, the student will not be eligible to receive the award of the HSC.

Higher School Certificate Documentation

(i) Testamur

If you meet all of the requirements, you will be awarded the HSC. This certificate shows your name and the name of your school.

(ii) Higher School Certificate Record of Achievement

If you complete at least one Preliminary or one HSC course, you will receive the Record of Achievement. Your Record of Achievement will list all of the courses that you have completed satisfactorily, as well as your results in those courses. Also, it will list courses, which you completed satisfactorily in previous years.

Courses, which you study, but do not complete satisfactorily, are not reported on the Record of Achievement.

(iii) Course report

A course report will also be issued for each Board-developed HSC course, which you have completed and presented for examination. It will show:

- your moderated school assessment mark (except in VET courses). The assessment mark is moderated to ensure that students' results, across the state, can be compared accurately and fairly;
- your examination mark;
- your HSC mark (the average of your assessment and examination marks);
- the performance bands, with a description of what a typical student knows and can do at each level of achievement; and
- a graph, showing where your HSC mark lies in relation to all candidates' HSC marks for that course.

(iv) If you have met the requirements for a Board-developed vocational education and training (VET) course, you will receive an AQF or Statement of Attainment.

(v) If you have met the requirements for a Board-developed Life Skills course, you will also receive a Profile of Student Achievement.

3.3 VET courses

St Clare's College offers *Hospitality (Kitchen Operations)*. The VET Curriculum Frameworks are reported on a Record of Achievement, with an examination mark. As with HSC courses, students, undertaking VET courses, may be deemed to be either **competent** or **not yet competent**. If a student fails to undertake any mandatory work-placement component, it may be determined that the student has not made a genuine attempt to satisfy course requirements. In this case, the Principal will indicate that the course has not been completed satisfactorily, and the student may be eligible for an 'N' determination.

3.4 Granting of leave

The granting of leave is a matter for the Principal to determine. The Principal has discretion in granting leave, providing that she is satisfied that the reason for the absence is substantial, and that the progress of the student, towards course outcomes, will not be affected unduly.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that she will achieve the outcomes in each course.

Where the period of leave is at a time when an assessment is due, the student is required to complete that assessment before the period of leave.

4. St Clare's College Waverley - HSC Assessment Policy

The following policy relates to Assessment Tasks in all HSC courses conducted at St Clare's College Waverley.

Formal Assessment Task results contribute to the overall mark achieved by a student and subsequently contribute to her school-based assessment mark submitted for the HSC.

SATISFACTORY COMPLETION OF A COURSE

"To have satisfactorily completed a course, students will have -

- *followed the course;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- *achieved some or all of the course outcomes."* [ACE 11.4]

ATTENDANCE → At St Clare's College, 85% attendance is considered a minimum.

- a) Exceptional cases involving less than 85% attendance need to be **approved by the Principal**.
- b) In particular, any extended overseas leave requires the **approval of the Principal two weeks prior** to the student commencing their leave.
- c) There are to be no unexplained absences.
- d) Attendance deemed unsatisfactory will proceed to Review Process.

PARTICIPATION → A **GENUINE ATTEMPT** must be made concerning the learning and teaching activities of a course.

- a) Participating in a course involves completing assignments, homework and set tasks.
- b) It is up to the teacher's professional judgment to determine what constitutes genuine participation.
- c) Those deemed unsatisfactory will be referred to the Review Process.

COMPLETION OF ASSESSMENT TASKS → A student must make A **GENUINE ATTEMPT** at all Assessment Tasks in each course in which she is entered.

- a) Any student who fails to complete Assessment Tasks worth in excess of 50 percent of the

- available marks will be issued with an official NSW Education Standards Authority (NESA) “N” (Non-Completion) notice, which will disqualify her from this particular course.
- b) This may in turn disqualify her from receiving the HSC and possibly an ATAR.
 - c) Warnings are sent to parents in writing if this eventuality appears likely.

UNSATISFACTORY COMPLETION OF A COURSE

STEP 1 →

NOTIFICATION:

Parents will be notified by letter when students are reviewed for their performance in a course. This formal WARNING is called an ‘N-Warning’.

The appropriate Head of Department and Director of Learning and Teaching are responsible for notifying parents at all stages of a review of a student’s performance in a course.

STEP 2 →

Students are given OPPORTUNITY TO RECTIFY THEIR SITUATION.

- ATTENDANCE may involve students being placed on an attendance contract to meet requirements.
- PARTICIPATION may involve students being placed on a CLASS contract to meet requirements.
- COMPLETION OF ASSESSMENT requires students to complete the assessment task within a two week period.

STEP 3 →

SECOND N-WARNING LETTER SENT - Students are given a **second** opportunity to rectify their situation.

STEP 4 →

UNSATISFACTORY DETERMINATION (N-AWARD) An unsatisfactory result in a course will be determined by the Principal, in conjunction with the Director of Learning and Teaching

- This will occur after an Assessment Appeals Process has been completed.
- The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

SCHEDULE OF TASKS

STEP 1 →

NOTIFICATION OF TASKS - The Schedule of Tasks (Section 2) indicates specific dates scheduled from Term 4 2018 to Term 3, 2019.

- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgement to ensure students have adequate time to prepare for each task.
- For in-class tasks and examinations, written notice may be given outlining details prior to the task date; however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.
- Notification of change will be given in writing at least two weeks prior to the task date.

STEP 2 →

RECORD IN STUDENT DIARY AND ASSESSMENT CALENDAR - It is the student’s responsibility to know and understand the expectations, tasks and timing for each of their courses.

REPORTING AND TASK FEEDBACK

All students will receive meaningful feedback on their performance in each Assessment Task.

- TIMING** → Feedback will normally be provided as a raw mark, and/or ranked position within the course cohort.
- Feedback will normally be within **10 school days**.
- NATURE** → The College will provide each student with formal details of her *ranked position* within this school's candidature for each course, as part of her final HSC report.
- NESAs regulations prohibit the College from providing a raw aggregate of marks scored in any course or subject.
- APPEAL** → Appeals against the ranking may be made within **three school days** of receiving it and should be directed through the **Director of Learning and Teaching**. SEE APPEALS PROCESS
- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

SUBMISSION OF TASKS

- HAND IN** → ALL hand in tasks must be submitted as a **HARD COPY** in the College Library between 8.15-8.40am.
- ELECTRONIC** → ALL electronic submissions must be submitted by 8.40am on the designated date.
- ALL students are to submit tasks **ON TIME** regardless of illness on the day (i.e. if you are ill, submit any hand in tasks electronically, then submit hard copy on return)
 - Teachers will inform students how the task is to be submitted.
 - All tasks submitted electronically must also be submitted via **TURNITIN**.
 - Tasks will be time stamped with the student's name when submitted electronically.
 - Storage devices e.g. USB, cannot be submitted for a task.
 - **COMPUTER MALFUNCTION** cannot be used as a reason for submitting a task late.
 - To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.
- GROUP WORK** → The **EXPECTATIONS** of the **TASK** will be made clear in **WRITING** relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.
- The group work may require each student to submit her own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
 - Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this.
 - Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.
- LATE SUBMISSION** → Students who are late submitting a task on the due date, **MUST** submit the task the very next day they attend school to their Class Teacher or the appropriate Head of Department **even if**

there is **NO** scheduled lesson on that day.

EXTENSIONS →

Under **EXCEPTIONAL CIRCUMSTANCES** the Director of Learning and Teaching may grant an extension.

- In this case, parents should contact the Director of Teaching and Learning, in writing by submission of a form.
- Medical or other documentation supporting the request may be required.
- Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

The College accepts no responsibility for a student's work if she does not follow these procedures. All students should retain a paper or electronic copy of the task.

TASK LENGTH REQUIREMENTS

Students are expected to adhere to the requirements of the Assessment Task for word count and time duration. Students are not expected to go beyond the requirements outlined in the Assessment Task Notification.

Work submitted that is beyond the word count or time duration will not be considered towards their mark.

In consultation with their classroom teacher, students can develop the skills required in ensuring their task meet the allocated requirements.

UNFORESEEABLE ABSENCE

Note: In the case of unforeseeable absence All Hand In Tasks must be Electronically submitted by 8.40am on the day the task is due

This means All students are to submit assignments ON TIME regardless of illness on the day.

STEP 1 → **NOTIFY** the Head of Department personally via email before 8.40am on the morning of the task or task due-by date.

STEP 2 → **OBTAIN** documentation

- Illness - a Doctor's Medical Certificate will be required covering the absence.
- Funeral - a detailed letter from home prior to the assessment task.

Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.

STEP 3 → **SUBMIT** documentation to Director of Learning and Teaching. This must be done before the commencement of the student's first period on the day of her return to the College. A student must:

- Complete all details on the absence form.
- Attach documentation to the form and submit it to the Director of Learning and Teaching.

Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.

WHEN IS A DOCTOR'S CERTIFICATE REQUIRED?

A Doctor's Certificate is required if a student is absent:

- the week before the Assessment Block
- the day before an Assessment Task is due.
- for College events such as Opening Mass, Swimming Carnival etc.
- the last day of term.

A Doctor's Certificate is also required for all missed Assessment Tasks as outlined above.

FORESEEABLE ABSENCE - LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

- STEP 1 → OBTAIN approval from the Principal.
- Parent/Guardian to write letter to the Principal requesting leave **at least two weeks prior to the leave.**
 - **Leave will not be granted for family holidays if they impact HSC assessment.**
 - Student to deliver letter to College Office, **not House Dean or Homeroom Teacher.**
 - The Principal will respond in writing.
- STEP 2 → RESCHEDULE task(s) with the Director of Learning and Teaching PRIOR to leave.
- Student must discuss with the Director of Teaching and Learning details of the task(s) that will be missed during their absence.
 - Arrangements will then be made regarding submission of missed task(s) with the Director of Teaching and Learning and the relevant Head of Department.

FORESEEABLE ABSENCE – PRIOR APPOINTMENTS

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or her parent/guardian must telephone the Director of Learning and Teaching on the day of the appointment to inform them of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

- STEP 1 → SCHEDULING APPOINTMENTS
- Check appointments and task dates at beginning of the year.
 - Reschedule appointments, where possible, and ensure further clashes are avoided.
- STEP 2 → NOTIFY the Director of Learning and Teaching of absence BEFORE task date.
- STEP 3 → RESCHEDULE task with Director of Learning and Teaching BEFORE the due date.
- Student must discuss with Director of Learning and Teaching, details of task(s) that will be missed during absence.
 - Arrangements will then be made regarding submission of missed task(s).
- STEP 4 → SUBMIT documentation to Director of Learning and Teaching.

If a student complies with these requirements, then she may:

- i) sit the task or a substitute task; or
- ii) be provided with an **estimate** based on her whole year's work.

ILLNESS AND MISADVENTURE

Students whose performance during the HSC Examination is impaired by either illness or misadventure (the death of a family member or friend for example) **must make the supervisor of the examination aware of the situation prior to or during the examination. The student must see the Director of Learning and Teaching as soon as possible in order to commence the necessary paperwork.** Documentation including professional assessment will be needed to support the claim. Should the claim be upheld, the student's Assessment Mark *or* her Examination Mark (whichever is the higher) will be awarded in the affected course or courses.

PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

- ONE SCHOOL DAY LATE** → **30% deduction from the maximum mark a student can achieve**
- For example: If a student submits a task that is marked out of 10, and is one day late, then the maximum mark a student can receive is 7 marks.
 - Parents notified via the diary by the classroom teacher.
- TWO SCHOOL DAYS LATE** → **60% deduction from the maximum mark a student can achieve**
- For example: If a student submits a task that is marked out of 10, and is two days late, then the maximum mark a student can receive is 4 marks.
 - Parents notified via the diary by the classroom teacher.
- MORE THAN THREE SCHOOL DAYS LATE** → **Zero awarded**
- In this case, the task must still be submitted.
 - This will be marked and returned to the student with feedback.
 - The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
 - **Failure to submit the task may lead to an "N" determination.**
 - **PARENTS NOTIFIED IN WRITING BY THE HEAD OF DEPARTMENT AND THE DIRECTOR OF LEARNING AND TEACHING.**
- LATE SUBMISSION** → For assessments that CANNOT BE SUBMITTED ELECTRONICALLY, students who are late in submitting a task on a given day **Must** hand in the task the next day they attend school to their class teacher or the appropriate Head of Department **even if there is NO scheduled lesson on that day.**
- There is No EXCUSE for submitting a RESEARCH TASK LATE as these can be submitted electronically.

MALPRACTICE IN ASSESSMENT

Cheating, plagiarism or copying another student's work will be viewed seriously by the College. The relevant HoD will advise the DLT of any malpractice.

To avoid malpractice, the College has made compulsory for all written, take-home style tasks to be submitted via TURNITIN software to ensure similarity is kept to a minimum.

If malpractice is proven, then:

- a **zero result** will be recorded for that assessment, and a warning letter will be issued; and
- a **zero result** will also be recorded, if a student allows others to copy her assessment.

What is malpractice?

Malpractice is any activity, undertaken by a student, which allows her to have an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, CDs or the Internet, without reference to the source;
- building on the ideas of another person, without reference to the source;
- buying, stealing or borrowing another person's work, and presenting it as your own;
- submitting work, to which another person, such as a parent, a coach, a tutor or a subject expert, has contributed substantially;
- paying someone to write or to prepare material;
- failing to follow the procedures, prescribed by the College's assessment policy;
- breaking published examination rules;
- using non-approved aids during an examination;
- not participating appropriately in the preparation of a group performance;
- students absenting themselves, prior to their completion of assessment tasks, to gain an unfair advantage;
- students making up excuses to explain missing due dates; and
- assisting another student to engage in malpractice.

Register of Malpractice in HSC Assessment Tasks

The NESAs have established a Register of Malpractice in HSC Assessment Tasks, where schools are required to enter details about instances of malpractice.

If malpractice is found, an official warning letter will be sent home to parents, detailing the nature of the malpractice, the applied penalty, any required further action by the student and, where appropriate, a due date for any work that needs to be completed, or re-submitted, in order to satisfy the outcomes of the course.

If students are unsure about malpractice, they are encouraged to speak to the course teacher or to the relevant HoD, or revise the *HSC: All My Own Work* modules on the NESAs' website. Students completed these compulsory modules at the end of Year 10 as a requirement to be enrolled in the Preliminary HSC course.

Consequences of malpractice

The consequences of proven malpractice are serious. A zero mark will be recorded for the task, the task may not be certified by the College, when it is submitted to the NESAs for external marking, or the student may be deemed ineligible for the award of the HSC in that course.

The trust and respect of peers may be lost, and further disciplinary action may be taken by the College.

Plagiarism

Plagiarism is the use of another person's words, or ideas, without acknowledgment of their origin. Plagiarism is dishonest, and it is unfair to all students. Plagiarism is illegal under the *Copyright Act*.

Deliberate plagiarism includes:

- buying, stealing or downloading an extended response;
- getting someone else (friend, parent or tutor) to complete the assessment task;
- copying from any source, without citing it; and
- copying another student's work.

To avoid deliberate, or accidental, plagiarism:

- always cite any sources of information, such as books, newspaper, Internet articles, films and quotations;
- summarise useful information, and put it into words and sentences that are your own. Changing one or two words will not avoid plagiarism; and
- do not share drafts, or final copies, of assessments with others, before submission.

MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE TASKS

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by the NESAs. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

Two main breaches are outlined below:

NOTES →

If a student is found to have notes, texts or summaries of the subject being examined with her during an examination (whether she uses them or not) it will be assumed that it was for the purpose of using it during the examination and she may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc. into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the Director of Learning and Teaching. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

**MOBILE
PHONES** →

Students are **NOT** permitted to take mobile phones into an examination.

- Any student who is found to have taken a mobile phone into an examination will be penalised.

COMMUNICATIONS →

Students are not permitted to speak with or communicate with any person other than an exam supervisor.

- Instances of students communicating or collusion may result in a zero for a section or for the whole exam.

PENALTIES →

EXAMINATIONS - a zero determination for the whole paper.

APPEALS PROCESS

ZERO OR N-WARNINGS

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a Zero determination or 'N-Warning' made against her, she has the *right of* appeal.

- STEP 1 → LODGE APPEAL with the **Director of Learning and Teaching**.
- Must be lodged within three school days of receiving the zero or 'n-warning' notice.
 - See the Director of Learning and Teaching for the appropriate paper-work.
- STEP 2 → SUBMITTED to the College Assessment Appeals Committee.
- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of the NESA.
 - This committee is made up of the Principal, Assistant Principal, Director of Learning and Teaching, and the relevant Head of Department.
- STEP 3 → LODGE APPEAL with the **NSW Education Standards Authority**.
- Failure at STEP TWO procedure may lead a student to appeal to the NESA, in which case she must see the Director of Learning and Teaching for details of the procedure to be followed.

APPEAL AGAINST MARKS OR RANKS AWARDED

- STEP 1 → NOTIFY TEACHER at the time assessment task is handed back.
- The task **MUST NOT** go home if an appeal is to be lodged.
 - Hand back the task to the Class Teacher with reasons for the appeal, **in writing**, outlined on the front of the task.
- STEP 2 → REMARKING OF TASK - The task **may** be remarked by a different teacher OR reviewed by the teacher who initially marked the task.
- Marks **may** change at this stage or further explanation as to why marks were not awarded given.
- STEP 3 → SPEAK To the appropriate Head of Department about the reasons for the appeal of marks or rank.
- Marks **may** change at this stage or further explanation as to why marks were not awarded given.
- STEP 4 → LODGE APPEAL with the **DIRECTOR OF TEACHING AND LEARNING**.
- **MARKS** - May only be lodged if the assessment task or exam paper has **not been taken home**.
 - **RANKS** - Must be lodged within three school days of receiving the RANKS notice.
 - **STEP TWO** procedure followed.

If not resolved with the marking teacher or Head of Department, obtain an Assessment Task Appeal form from the Director of Learning and Teaching within one (1) day of the task being returned.

Procedure for appeals against 'N' determinations

The Principal warns the student in writing. Written warning provides an opportunity for the student to redeem the situation.



Where a student has not met the NESA's Course Completion Criteria, the principal makes an 'N' determination, and completes the Principal's Determination Form.



The Principal advises the student, and records 'N' determination via Schools Online. The student and parent / guardian (if the student is under 18) sign the Principal's Determination Form. The Principal provides the student with a copy of the Principal's Determination Form and Student Appeal Form.



Student makes no appeal. All related documentation is kept at school. No further action is taken.



Student appeals. Student completes the Student Appeal Form, and submits to the Principal.



The Principal / Review Panel considers the student's appeal, and reviews the determination.



The Principal / Review Panel declines the student's appeal. Advises student. Student declaration(s) on School Review - Principal's Report Form.



The Principal / Review Panel upholds the student's appeal. Advises student. Recorded via Schools Online. No further action is taken.



The student does not appeal to the NESA. All documentation is kept at school. No further action is taken.



The student requests a NESA review of her appeal. The Principal submits the following documentation to the Office of the NESA:

- Principal's Determination Form;
- Student Appeal Form;
- School Review Principal's Report Form;
- Copies of all warning letters; and
- Any other evidence, e.g., teacher reports, records of interviews.



The NESA conducts a review of the student's appeal.



The NESA makes a decision.



The Office of the NESA notifies the Principal and the student.

CODE OF BEHAVIOUR FOR EXAMINATIONS

Preparing for the examination:

Dates and times:

Check the times of examinations carefully; post the timetable in a prominent place at home. You need to ensure that you are in the examination room at the scheduled time for the examination. Examination time is **not** extended for late arrivals.

Equipment:

- **Full College uniform** is to be worn to and from examinations. Students are not to remove their shoes during examinations.
- You will only be allowed to carry equipment into the examination room in a clear plastic container (protector, bag or pencil case).
- You will **not be permitted** to borrow any equipment from another student at any time during, or upon completion of, an examination.
- Use of correction fluid is not permitted in the College.

Ensure that:

1. you have your own materials, including stapler, eraser, calculator and any other equipment, specific to the examination. Failure to have this equipment may result in being unable to answer parts of the examination.
2. you have the required equipment ready each night for the next day's examination(s). A basic list should include 2 black pens, 2 pencils, a pencil sharpener, an eraser, a ruler, a stapler and spare staples. Writing paper will be supplied.
3. you do not use lead pencil, red, green or purple pens to write your answers, unless required to do so.
4. only sheets of writing paper and essential equipment may be on your desk during an examination. School bags, notes, folders, books, pencil cases, etc. must be placed in your locker. Supervisors will check your materials before the examination.
5. **no mobile phones, other devices or food are introduced into the examination room.** A clear bottle of water is permitted. However, the label must be removed.
6. you go to a toilet, before the examination begins.
7. you check your pockets, before you enter the examination room. Students, who are found to be in possession of notes or other unauthorised material in an examination room, will have their papers cancelled; that is, they will receive a zero mark.
8. your hands are clean of any last-minute study notes or prompts.
9. you do not graffiti or deface the examination paper in any way.

Entering the examination:

Students are to assemble outside of the timetabled examination space at least 15 minutes before each examination. Have, in your hand, **only** your examination equipment in a **transparent** holder, e.g., plastic sleeve. Follow the instructions given to proceed to the examination room. Enter in silence, as students must not communicate either verbally or non-verbally with one another, once they have entered the examination room.

During the examination:

1. **Reading time** (if given): Do not touch any pens, pencils or other equipment, including calculators. Do not write anything during this time. Read all questions carefully, noting any instructions, which allow you a choice. Determine how much time you can devote to each question.
2. **Writing time:** Before you start to write, read the question again, underlining key words.
3. You should ensure that your answers and work sheets are not visible to other students.
4. Dictionaries and English decoding devices are not permitted in the examination, unless otherwise stated.
5. If you finish early, check your answers thoroughly to see if you can improve them. You will not be permitted to leave the examination room early.
6. It is your responsibility to ensure that all parts of a completed examination are submitted. If a section, a part or a question is not attempted, you are to indicate this by writing **not attempted and your name** on the paper.

7. Students must remain engaged during the examination. If time permits, students must continue checking and refining their responses. Students must not place their head on the desk to rest.
8. Students, who distract other students, will be issued with a behaviour warning. If poor behaviour continues, the student will be escorted from the examination room, which could result in a zero mark for that examination.
9. **ANY STUDENT, FOUND CHEATING OR ATTEMPTING TO CHEAT, WILL BE PENALISED SEVERELY, AND THIS BEHAVIOUR MAY RESULT IN A ZERO MARK.**
10. If you miss an examination because of illness, you will need to provide a medical certificate to explain your absence. Call the College on **8305 7100**, and leave a message for the DLT by 8:30 am on the day of your examination(s).

Section 2

Higher School Certificate Courses

2018 - 2019

Assessment Grids and Schedule of Tasks

ANCIENT HISTORY

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-5
	<i>Type of Task</i>	Oral Task	Research Essay	Historical Analysis	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40	5	10	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
<i>Outcomes</i>		AH12-1, AH12-5, AH12-9, AH12-10	AH12-1, AH12-2, AH12-4, AH12-6, AH12-9, AH12-10	AH12-2, AH12-3, AH12-4, AH12-6, AH12-8	AH12-1, AH12-4, AH12-6, AH12-7, AH12-9
<i>Task Weighting</i>	100%	20	25	25	30

BIOLOGY

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1 Week 2	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-5
	<i>Type of Task</i>	Depth Study- Methods of Propagation	In-Class Test Genetic Change	Research Task Infectious Disease	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Skills in Working Scientifically	60%	25%	10%	15%	10%
Knowledge and Understanding	40%	5%	10%	5%	20%
<i>Outcomes</i>		BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-7 BIO12-12	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-13	BIO12-1 BIO12-3 BIO12-4 BIO12-7 BIO12-14	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
<i>Task Weighting</i>	100%	30%	20%	20%	30%

BUSINESS STUDIES

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 6	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-5
	<i>Type of Task</i>	Stimulus Task	Business Report Operations and Finance	Research Extended Response Marketing	HSC Trial Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40	10	10	5	15
Inquiry and Research	20		5	15	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Stimulus-based skills	20	5	5		10
<i>Outcomes</i>		H2, H3, H4, H5, H9	H1, H3, H5, H8, H9, H10	H4, H6, H7, H8, H9	H1, H2, H4, H6, H9, H10
<i>Task Weighting</i>	100%	20%	25%	25%	30%

CATHOLIC STUDIES

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
	<i>Date of Task</i>	Term 1 Week 3	Term 2 Week 3	Term 3 Week 1
	<i>Type of Task</i>	ICT Portfolio	Report	Stimulus Response
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding	30%	10	5	15
Source Based Skills	15%		5	10
Investigation and Research	25%	10	10	5
Communication	30%	10	10	10
<i>Outcomes</i>		B6 - 3 (K1-5, S1-5, V1-5)	A6 - 2 (K1-5, S1-5, V1-5)	E6 - 2 (K1-5, S1-5, V1-5)
<i>Task Weighting</i>	100%	30%	30%	40%

COMMUNITY AND FAMILY STUDIES

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Part 1: Week 6 Part 2: Week 7 Part 3: Week 8 Part 4: Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 3-5
	<i>Type of Task</i>	Individual Research Project Hand In (IRP)	Stimulus Response	Written and Oral Presentation	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	10%	15%	15%	20%
<i>Outcomes</i>		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1, H6.2	H2.1, H2.2, H3.2, H5.1, H5.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2
<i>Task Weighting</i>	100%	20%	25%	25%	30%

CHEMISTRY

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 4	Term 3 Week 3-5
	<i>Type of Task</i>	In class Test- Module 5	Practical Task Titrations	Depth Study	HSC Trial Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Skills in Working Scientifically	60%	10%	20%	15%	15%
Knowledge and Understanding	40%	5%	5%	15%	15%
<i>Outcomes</i>		CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH12-3 CH12-4 CH12-5 CH12-13	CH12-3 CH12-5 CH12-6 CH12-7 CH12-14	CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15
<i>Task Weighting</i>	100%	15	25	30	30

DESIGN AND TECHNOLOGY

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 4	Term 2 Week 9	Term 3 Week 3-5
	<i>Type of Task</i>	Project Proposal and Management	Innovation Case Study	MDP Development	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%
<i>Outcomes</i>		H4.1, H5.1	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H3.2, H4.1, H4.2, H4.3, H5.2	H1.1, H2.1, H2.2, H3.1, H6.1, H6.2
<i>Task Weighting</i>	100%	20%	20%	30%	30%

DRAMA

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 9 11/12/18	Term 1 Week 9 2019	Term 2 Week 9	Term 4 Week 2 (GDP); Week 3-5
	<i>Type of Task</i>	Duologue and submission of essay	Extended Response essay -In Class based on classroom workshops	Individual Project/submission of Logbook	Trial HSC Written Examination/ Final Group Performance/submission of Log
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Making	40	10	10	10	10
Performing	30	5	5	10	10
Critically Studying	30	10	10		10
<i>Outcomes</i>		H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H3.1, H3.2, H3.3	H2.1, H2.2, H2.3, H1.7	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6
<i>Task Weighting</i>	100%	25	25	20	30

ENGLISH - ADVANCED

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 11 Day 4 11/4/19	Term 2 Week 10 Day 2 2/7/19	Term 3 TRIAL Week 3
	<i>Type of Task</i>	Multimodal Task	Critical response In class test	Critical response with imaginative component	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
<i>Outcomes</i>		EA12-1 EA12-2 EA12-3 EA12-6	EA12-1 EA12-3 EA12-4 EA12-6 EA12-7	EA12-1 EA12-3 EA12-5 EA12-8 EA12-9	EA12-1, EA12-2 EA12-3, EA12-4 EA12-5, EA12-6 EA12-7, EA12-8 EA12-9
<i>Task Weighting</i>	100%	20%	30%	30%	20%

ENGLISH - STANDARD

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 11 Day 4 11/4/19	Term 2 Week 10 Day 2 2/7/19	Term 3 TRIAL Week 3
	<i>Type of Task</i>	Multimodal task RT	Critical response with Mod C component In class test	Critical response with Mod C component	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
<i>Outcomes</i>		EN12-1, EN12-2 EN12-3, EN12-6 EN12-7,	EN12-1, EN12-3 EN12-4, EN12-7 EN12-8	EN12-1, EN12-2 EN12-3, EN12-5 EN12-7, EN12-9	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8
<i>Task Weighting</i>	100%	20	30	30	20

ENGLISH - STUDIES

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3
	<i>Type of Task</i>	Multimodal presentation with related material Mandatory module: Texts and Human Experiences	Research task Elective module: We are Australians	Collection of classwork All modules	Trial HSC Examination Mandatory module and Elective - The Big Screen
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	50	10	15	15	10
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	50	15	10	15	10
<i>Outcomes</i>		ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9
<i>Task Weighting</i>	100%	25%	25%	30%	20%

ENGLISH - EXTENSION 1

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
	<i>Date of task</i>	Term 4 Week 9	Term 2 Week 7	Term 3 Week 3
	<i>Type of Task</i>	Imaginative response and reflection	Critical response with related text	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in: • complex analysis • sustained composition • independent investigation	50	15	20	15
<i>Outcomes</i>		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
<i>Task Weighting</i>	100%	30	40	30

FOOD TECHNOLOGY

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 9	Term 2 Week 6	Term 3 Week 2	Term 3 Week 3-5
	<i>Type of Task</i>	Food Industry Report	Food Product Development Portfolio	Investigation and Oral Presentation	Trial Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%			10	30
Knowledge and skills in designing, researching, analysing and evaluating	30%	10	15	5	
Skills in experimenting with and preparing food by applying theoretical concepts	30%	5	15	10	
<i>Outcomes</i>		H1.2, H1.4, H3.1	H1.1, H1.3, H4.1, H5.1	H2.1, H3.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H2.4, H3.1, H4.1
<i>Task Weighting</i>	100%	15%	30%	25%	30%

GEOGRAPHY

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-5
	<i>Type of Task</i>	Extended Response Ecosystems at risk	Research Report Urban Places	Case Study Report Economic Activity	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of Course Content	40	10	10	5	15
Geographical Tools and Skills	20	5		5	10
Geographical Inquiry and Research, including fieldwork	20		10	10	
Communication of Geographical information, ideas and issues in appropriate forms	20	5	5	5	5
<i>Outcomes</i>		H1,H2,H5,H6,H12	H3,H8,H9,H10 H12,	H4,H5,H7,H8,H10 H13	H1,H3,H5,H6,H10, H11,H13
<i>Task Weighting</i>	100%	20%	25%	25%	30%

HOSPITALITY

Assessment Task Distribution and Weighting Table

		<i>Task 4</i>	<i>Task 5</i>	<i>Task 6</i>	<i>Task 7</i>	<i>Task 8</i>	<i>Task 9</i>	
	<i>Date of Task</i>	Term 4	Term 1	Term 2	Term 2	Term 3	Term 3 Examination Week 3	
	<i>Type of Task</i>	Catering and event digital portfolio	Sustainability in the Hospitality Industry	The Hospitality Industry	Appetisers and Salads	Service Periods	Trial HSC Examination	
<i>Competencies being assessed</i>	<i>Syllabus Weighting</i>							
SITXFSA001 Use hygienic practices for food safety								
SITXWHS001 Participate in safe work practices								
SITHCCC001 Use food preparation equipment								
SITHKOP001 Clean kitchen premises and equipment								
SITHCCC002 Prepare and present simple dishes								
BSBWOR203 Work effectively with others								
SITHCCC003 Prepare and present sandwiches								
SITHCCC001 Prepare dishes using basic methods of cookery								
SITHCCC011 Use cookery skills effectively								
SITXINV002 Maintain the quality of perishable items								
SITHIND002 Source and use information on the hospitality industry								
SITXFSA002 Participate in safe food handling practices								
SITHCCC006 Prepare appetisers and salads								
BSBSUS201 Participate in environmentally sustainable work practices								

LEGAL STUDIES

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-5
	<i>Type of Task</i>	Case Study Analysis	Short Answer Test	In-Class Essay	Trial Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of course content	60%	5%	20%	10%	25%
Inquiry and Research	20%	10%		10%	
Communication of Legal Studies information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
<i>Outcomes</i>		H1, H3, H6, H7, H8, H9	H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10
<i>Task Weighting</i>	100%	20%	25%	25%	30%

MATHEMATICS - STANDARD 1

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3-5
	<i>Type of Task</i>	Investigation	In-class test	In-class test	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Understanding, Fluency and Communicating	50%	12.5%	10%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
<i>Outcomes</i>		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1 to MS1-12-10
<i>Task Weighting</i>	100%	20%	25%	25%	30%

MATHEMATICS - STANDARD 2

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3-5
	<i>Type of Task</i>	Investigation and quiz	In-class test	In-class test	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Understanding, Fluency and Communicating	50%	12.5%	10%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
<i>Outcomes</i>		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10, MS2-12-9, MS2-12-1, MS2-12-6.	MS2-12-5, MS2-12-9, MS2-12-10	MS2-11-1 to MS2-11-10 MS2-12-1 to MS2-12-10
<i>Task Weighting</i>	100%	20%	25%	25%	30%

MATHEMATICS

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3-5
	<i>Type of Task</i>	In-class open book test	In-class test	In-class test	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Concepts, skills and techniques	50%	5%	15%	10%	20%
Reasoning and communication	50%	5%	15%	10%	20%
<i>Outcomes</i>		P2, P5, P6, P7, P8, H4, H5, H6, H7, H9.	P2, P3, P4, P5, P6, P7, P8, H2, H4, H5, H6, H7, H8, H9.	H1, H2, H4, H5, H9	P2 to P8, H1 to H9
<i>Task Weighting</i>	100%	10%	30%	20%	40%

Mathematics - Summary of Internal Assessment

- Up to 20% of the Mathematics assessment may be based on the Preliminary Course.
- Questions based on the Preliminary Course can be asked when they lead into questions based on the HSC Course.
- Marks from these lead-in questions will not be counted in the 20% Preliminary allowance.

MATHEMATICS - EXTENSION 1

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 3-5
	<i>Type of Task</i>	In-class open book test	In-class test	In-class test	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Concepts, skills and techniques	50%	5%	15%	10%	20%
Reasoning and communication	50%	5%	15%	10%	20%
<i>Outcomes</i>		PE3, PE6, HE4.	PE2 to PE6 H2, H4, H5, H6, H7, H8, H9, HE2, HE4, HE6, HE7	H2-H5, HE2, HE3, HE5, HE7	PE2 to PE6, HE2 to HE7
<i>Task Weighting</i>	100%	10%	30%	20%	40%

MODERN HISTORY

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term1 Week 7	Term 2 Week 7	Term 3 Week 3-5
	<i>Type of Task</i>	Source Analysis Power and Authority	Research (in class response) National Study	Historical Analysis (Hand in Task)	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	5		5	
Historical inquiry and research	20	5	10	5	10
Communication of historical understanding in appropriate forms	20	5	5	5	5
<i>Outcomes</i>		MH12-3, MH12-5, MH12-6, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9	MH12-2, MH12-4, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9
<i>Task Weighting</i>	100%	20	25	25	30

MUSIC 1

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Wk 8	Term 2, Wk 5	Term 2, Wk 8	Term 3, Weeks 3-4
	<i>Type of Task</i>	a) Musicology (Topic 1) b) Performance c) Aural	a) Composition b) Elective 1 (Topic 1)	Elective 2 & 3	Trial HSC Examination (Aural)
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Performance (Core)	10%	10%			
Composition (Core)	10%		10%		
Musicology (Core)	10%	10%			
Aural (Core)	25%	10%			15%
Elective 1	15%		15%		
Elective 2	15%			15%	
Elective 3	15%			15%	
<i>Outcomes</i>		H1,H2,H4,H5,H6, H9,H10,H11	H2,H3,H4,H5, H6,H7,H8, H9, H10, H11	H1,H3,H5,H7,H8, H9,H10,H11	H2,H4,H6,H10,H11
<i>Task Weighting</i>	100%	30%	25%	30%	15%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3-5
	<i>Type of Task</i>	Written Hand-in Task	In class Test	Research Report	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	15%	10%	15%	20%
<i>Outcomes</i>		H1, H2 ,H3, H4, H5, H14, H15, H16	H1, H2 ,H3, H4, H5, H7, H8, H9, H10, H11, H14, H17	H8, H13, H16, H17	Any or all outcomes can be assessed
<i>Task Weighting</i>	100%	25%	20%	25%	30%

PHYSICS

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3
	<i>Type of Task</i>	Module 5 Problem solving/research	Module 6 Depth Study	Module 7 In class test	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Skills in Working Scientifically	60%	15%	15%	15%	15%
Knowledge and Understanding	40%	5%	15%	5%	15%
Outcomes		PH12-4 PH12-6 PH12-7 PH12-12	PH12-1 PH12-2 PH12-3 PH12-5 PH12-13	PH12-4 PH12-5 PH12-6 PH12-14	PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15
Task Weighting	100%	20%	30%	20%	30%

SOCIETY AND CULTURE

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 7	Term 1 Week 6	Term 2 Week 8	Term 3 Week 3-5
	<i>Type of Task</i>	Oral Presentation and Proposal	Research & Written Report	Research Method Analysis	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	50%	5%	15%	10%	20%
Application and evaluation of social and cultural research methods	30%	10%		15%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<i>Outcomes</i>		H1, H2, H3, H5, H9, H10	H1, H2, H3, H4, H6, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
<i>Task Weighting</i>	100%	20	20	30	30

STUDIES OF RELIGION 1

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
	<i>Date of Task</i>	Term 4 Week 9	Term 2 Week 3	Term 3 Weeks 3-5
	<i>Type of Task</i>	Presentation and Written Report	Research Report	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding	40%	10%	10%	20%
Source Based Skills	10%			10%
Investigation and Research	30%	10%	20%	
Communication	20%	10%	10%	
<i>Outcomes</i>		H1, H6, H7, H8, H9	H1, H4, H5, H7	H1, H2, H3, H4, H5, H6, H7, H8, H9
<i>Task Weighting</i>	100%	30%	40%	30%

STUDIES OF RELIGION 2

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-5
	<i>Type of Task</i>	Presentation and Written Report	Stimulus Response	Research Report	HSC Trial Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding	35%		10%	5%	20%
Source Based Skills	15%		5%		10%
Investigation and Research	30%	10%	10%	10%	
Communication	20%	10%		10%	
<i>Outcomes</i>		H1, H2, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9
<i>Task Weighting</i>	100%	20%	25%	25%	30%

VISUAL ARTS

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 4 Week 8	Term 1 Week 10	Term 2 Week 6	Term 3 Week 3-5
	<i>Type of Task</i>	Written Research Task: Artist's Practice (including annotated research of artworks)	Oral Presentation - Body of Work Development and VAPD	Written Task based on Case Studies	Trial HSC Examination Resolving the Body of Work: Submission of artworks and VAPD
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Artmaking	50	10	30		20
Art Criticism and Art History	50			30	10
<i>Outcomes</i>		H7, H8, H9, H10	H1, H2, H3, H4, H5	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
<i>Task Weighting</i>	100%	10	30	30	30

Section 3

Appendix



St Clare's College

Date:

Dear

RE: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

I am writing to advise that your daughter (Student name) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in (Course name)..

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the (eg 1st,4th) **official warning** we have issued concerning (Course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks work exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, (student name) has not satisfactorily met (indicate a) b) or c) of the **Course Completion Criteria**.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for (Student name) to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed and/or achieved:

Task Name(s)/Course/ Requirement(s)/ Course Outcome(s)	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action Required by Student	Revised date to be completed by (if applicable)

Please discuss this matter with and contact the school if further information or clarification is needed.

Yours sincerely

.....
Director of Learning and Teaching

.....
Principal

Please complete this section and return to the Director of Learning and Teaching

Requirements for the satisfactory completion of a Higher School Certificate course

- I have received the letter dated _____ indicating that _____ (Student name) is in danger of not having satisfactorily completed _____ (Course name)
- I am aware that this course may not appear on her Higher School Certificate Record of achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate Course.

Parent/Guardian's signature: _____

Date: _____

Student's Signature: _____

Date: _____



St Clare's College

ILLNESS / MISADVENTURE FORM

Student: _____ Homeroom: _____

Course: _____ Course teacher: _____

Due date of the assessment task: ____/____/____ Date of student's return to school: ____/____/____
(as per the Assessment Handbook)

Actual completion date of the assessment task: ____/____/____

Type of task: _____

Outline the circumstances of your case.

To support this appeal, you have attached (Tick the appropriate box.):
a medical certificate a bereavement notice other supporting documentation

DECLARATION

I declare that the above information is true and accurate.

Student's signature: _____ Date: ____/____/____

School use only

Recommendation of the course teacher:	Accept/Reject	Signature: _____
Recommendation of the HoD:	Accept/Reject	Signature: _____
Recommendation of the DLT:	Accept/Reject	Signature: _____