



*St Clare's College*  
Waverley

**Year 11**  
**Preliminary HSC**  
**Assessment Handbook**  
**2019**



Dear Year 11 Students,

This booklet contains the Preliminary Course Assessment policy for St Clare's College for 2019. It is very important that you read this booklet and ask your teachers to explain anything that you do not understand.

As you begin your preliminary course, it is expected that you focus on achieving your personal best. While your goals may change over time, commitment to your studies and a positive attitude to learning will help you to achieve your goals and lay a strong foundation for the future.

It is very important that you have a balanced life. Effective planning of your time, effective study routines and a healthy lifestyle will mean that your study routine will also allow you to enjoy time with your family and friends and be involved in co-curricular activities. Employers and those who award scholarships and traineeships will base these decisions on your academic results and your involvement in a range of areas to gauge your interests and areas of strength.

I hope that you thoroughly enjoy developing your personal capacities and your understanding of our world through your studies and your involvement in co-curricular activities. This will be achieved if you are committed over time to achieving your personal best.

A handwritten signature in black ink, appearing to read 'AMcGahan', written in a cursive style.

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

### Newman Coordinator

Ms Annette Emms

## Heads of Department

Religious Education:	Mr Mark McCoy
English:	Ms Annette Emms
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 Music	Ms Vanessa Hurley
Teacher in Charge of Drama	Mr Chris Maoudis
Teachers in Charge of Visual Arts	Ms Maree-Louise Smith
Teacher in Charge of Languages other than English:	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 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 PRELIMINARY 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 comprising of a minimum of 12 units;
- 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 seven 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 Preliminary courses**

Satisfactory completion of the Preliminary course, or its equivalent, is a prerequisite for entry into a HSC course. In cases of non-completion of course requirements, an 'N' determination will be submitted on the appropriate forms. Courses, that were not completed satisfactorily, will not be included on a student's Record of School Achievement (RoSA).

The English and Mathematics Extension courses comprise approximately 60 hours of Preliminary study. HSC Extension Course 1 may not be completed without completion of the Preliminary Extension course. HSC Extension Course 2 may not be completed without completion of the Preliminary Extension course and HSC Extension Course 1. With the exception of VET, in all other courses, where Extension courses are available, they comprise a 60-hour HSC course, which may not be commenced until the related Preliminary course has been completed. History Extension may only be studied by those students, who are concurrently studying Ancient History and/or Modern History. These students must have demonstrated a developed understanding of their History course.

The Principal may allow a student, who has received an 'N' determination, to proceed to the HSC course provisionally, while, concurrently, satisfying any outstanding Preliminary course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now completed Preliminary course requirements satisfactorily, and that her entry for the HSC course is valid.

### **3.3 Preliminary Course and Record of School Achievement (RoSA)**

Students, studying a preliminary 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.

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.

### 3.4 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.

### 3.5 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 - Preliminary HSC Assessment Policy

The NESA requires schools to submit assessment grades for students completing Preliminary courses. Principals will certify that students have completed Preliminary courses satisfactorily in accordance with the Course Completion Criteria. Requirements, related to satisfactory achievement, include the measurement of achievement in relation to some, or all, of the course outcomes.

The assessment schedule for each course offered at St Clare's College is designed to enable the gathering of evidence at points throughout each course. This evidence allows teachers to make judgments about student achievement in relation to course knowledge and skills outcomes, and the knowledge and understanding of course content. Since assessment tasks will focus on outcomes and course content, tasks will provide a balance between knowledge, skills and understanding.

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 (NESAs) “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 for 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.**
  - 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.

# 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 →**      **Zero awarded**  
**SCHOOL DAYS LATE**
- 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 NESA has 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 NESA's 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 NESA 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**

### **Preliminary**

## **Higher School Certificate Courses**

**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>Date of Task</i>	Term 1, Week 8	Term 3, Week 3	Term 3, Week 9	
	<i>Type of Task</i>	Source analysis Investigating Ancient History	Research and Essay Historical Investigation	Preliminary HSC  All Topics	
<i>Outcomes Assessed</i>		AH11-3, AH11-4 AH11-6 AH11-7, AH11-9	AH11-2, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-3, AH11-6, AH11-7, AH11-10	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		10	10	20	40%
Historical skills in the analysis and evaluation of sources and interpretations		10	5	5	20%
Historical inquiry and research		5	5	10	20%
Communication of historical understanding in appropriate forms		5	10	5	20%
<i>Total %</i>		30	30	40	100%

# BIOLOGY

## Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	
	<i>Date of Task</i>	15 March 2019	23 July 2019	Term 3 week 8 Exam Week	
	<i>Type of Task</i>	Depth Study-Technology	Mandatory fieldwork report	Examination	
<i>Outcomes Assessed</i>		BIO11-1 BIO11-3 BIO11-4 BIO11-7 BIO11-8	BIO11-1,BIO11-2 BIO11-3,BIO11-4 BIO11-5, BIO11-7 BIO11-10, BIO11-11	BIO11-1,BIO11-2 BIO11-3,BIO11-4 BIO11-5,BIO11-6 BIO11-7,BIO11-8 BIO11-9,BIO11-10 BIO11-11	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		10	10	20	40%
Skills in working scientifically <ul style="list-style-type: none"> <li>- designing first hand investigations</li> <li>- conducting first-hand investigations</li> <li>- processing qualitative and quantitative data and information</li> <li>- analyse and evaluate data</li> <li>- solving scientific problems</li> <li>- communicate scientific understanding</li> </ul>		20	20	20	60%
<i>Total %</i>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

Depth studies must cover 11-1 and 11-7; each depth study must cover at least 2 working scientifically outcomes (11-1 to 7) and 1 knowledge and understanding (11-8 to 11)

# BUSINESS 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 7	Term 3 Week 2	Term 3 Week 9	
	<i>Type of Task</i>	Research Task/ Business Report	Business Plan	Preliminary HSC All Topics	
<i>Outcomes Assessed</i>		<i>P1, P2,P3, P6, P7, P9</i>	<i>P4, P8, P9</i>	<i>P1, P2, P3, P4, P5, P6, P10</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		15	5	20	40%
Inquiry and Research		5	15		20%
Communication of Business information, ideas and issues in appropriate forms		5	10	5	20%
Stimulus-based skills		5		15	20%
<i>Total %</i>		30	30	40	100%

# 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 7	Term 2 Week 8	Term 3 Week 9	
	<i>Type of Task</i>	In-class Task	Report	Oral Presentation	
<i>Outcomes Assessed</i>		<i>C6-2.1, C6-2.2, C6-2.3</i>	<i>D6-3.1, D6-3.2, D6-3.3</i>	<i>A6-3.1, A6-3.2, A6-3.3</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Nature of Religion C6-2		15			15%
Christian Prayer D6-1			15		15%
Christology A6-1				20	20%
<b><i>Total %</i></b>		<b>15</b>	<b>15</b>	<b>20</b>	<b>50%</b>



# COMMUNITY AND FAMILY 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 9	Term 2- Week 8	Term 3 - Week 9	
	<i>Type of Task</i>	Critical Review	Oral Presentation & Critical Analysis	Exam	
<i>Outcomes Assessed</i>		<i>P1.1, P3.2, P4.1, P4.2, P5.1, P6.1</i>	<i>P2.1, P2.3, P3.2, P4.2, P6.2</i>	<i>P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		15	15	10	40%
Skills in critical thinking, reseach methodolgy, analysing and communicating		15	15	30	60%
<i>Total %</i>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# CHEMISTRY

## Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	
	<i>Date of Task</i>	21 March 2019	5 September 2019	Term 3 Exam Block	
	<i>Type of Task</i>	Practical Task -Modul Making Module 1	Depth Study - Module 4	Examination	
<b><i>Outcomes Assessed</i></b>		CH11-2, CH11-3, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-11	CH11-1, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
<b><i>Component being assessed</i></b>					<b><i>Weighting %</i></b>
Knowledge and understanding of course content		5%	10%	25%	40%
Skills in working scientifically <ul style="list-style-type: none"> <li>- designing first hand investigations</li> <li>- conducting first-hand investigations</li> <li>- processing qualitative and quantitative data and information</li> <li>- analyse and evaluate data</li> <li>- solving scientific prob;ems</li> <li>- communicate scientific understanding</li> </ul>		15%	30%	15%	60%
<b><i>Total %</i></b>		<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

Depth studies must cover 11-1 and 11-7; each depth study must cover at least 2 working scientifically outcomes (11-1 to 7) and 1 knowledge and understanding (11-8 to 11)

# DESIGN AND TECHNOLOGY

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 7	Term 2 Week 7	Term 3 Week 8	
	<i>Type of Task</i>	Designer Case Study and Presentation	Portfolio and Product Design	Portfolio and Product Design	
<i>Outcomes Assessed</i>		P1.1, P2.1, P2.2, P6.1	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		10	10	20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects		20	20	20	60%
<i>Total %</i>		30	30	40	100%

# DRAMA

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 10 5/4/19	Term 2 Week 10 25/6/19	Term 3 Week 8 13/9/19	
	<i>Type of Task</i>	Performance and submission of Logbook	Group performance and submission of logbook	Design submission and submission of Logbook	
<i>Outcomes Assessed</i>		<i>P1.1 P1.2 P1.3 P1.6, P2.1, P2.3 P2.4 P3.1 P3.2</i>	<i>P1.1 P1.2 P1.3 P1.4 P1.5 P1.6 P2.1 P2.3 P2.4 P3.1</i>	<i>P2.2 P3.2 P3.3</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Making		10	20	10	40%
Performing		10	20		30%
Critically Studying		10		20	30%
<b><i>Total %</i></b>		<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

# ENGLISH - ADVANCED

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 8 20/3/19 Day 8	Term 2 Week 8 21/6/19 Day 5	Term 3 Assessment Block Week 9	
	<i>Type of Task</i>	Portfolio	Multimodal	Short Exam	
<i>Outcomes Assessed</i>		11.6, 11.9, 11.4, 11.3	11.5, 11.7, 11.8	11.1, 11.2,	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		15	20	15	50%
<i>Total %</i>		<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

# ENGLISH - STANDARD

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 8 20/3/19 Day 8	Term 2 Week 8 21/6/19 Day 5	Term 3 Assessment Block Week 9	
	<i>Type of Task</i>	Portfolio	Multimodal	Short Exam	
<i>Outcomes Assessed</i>		11.6, 11.9, 11.4, 11.3	11.5, 11.7, 11.8	11.1, 11.2,	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		15	20	15	50%
<i>Total %</i>		<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

# ENGLISH - 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 10 Day 7 2/4/19	Term 2 Week 8 Day 5 21/6/19	Term 3 Week 6 Day 5 30/8/19	
	<i>Type of Task</i>	Report	Multimodal presentation	Portfolio	
<i>Outcomes Assessed</i>		<i>ES11-1, ES11-4, ES11-5, ES11-6</i>	<i>ES11-2, ES11-6, ES11-7, ES11-8</i>	<i>ES11-1, ES11-3, ES11-4, ES11-9, ES11-10</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		15	15	20	50%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively		15	15	20	50%
<b><i>Total %</i></b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# 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 2 Week 1 Day 4	Term 2 Week 10	Term 3 Assessment Block Week 9	
	<i>Type of Task</i>	Critical Response	Ted Talk (multimodal)	Written Exam (Creative)	
<i>Outcomes Assessed</i>		<i>EE11-1, EE11-2, EE11-3, EE11-4, EE11-5</i>	<i>EE11-1, EE11-2, EE11-3, EE11-5</i>	<i>EE11-2, EE11-3, EE11-6</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and Understanding of complex texts and how and why they are valued		15	20	15	50%
Skills in complex analysis sustained composition and independent investigation		15	20	15	50%
<i>Total %</i>		<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>



# FOOD TECHNOLOGY

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 7	Term 2 Week 8	Term 3 Exam Week	
	<i>Type of Task</i>	Food availability and selection Essay and practical	Food Quality Experiments and Analysis	Yearly Examination	
<i>Outcomes Assessed</i>		P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P3.1, P5.1	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content			10	30	40%
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	30%
Skills in experimenting with and preparing foods by applying theoretical concepts		20	10		30%
<i>Total %</i>		<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# GEOGRAPHY

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 9	Term 2, Week 8	Term 3, Week 9	
	<i>Type of Task</i>	Fieldwork & Structured response	Senior Geography Project	Preliminary Examination	
<i>Outcomes Assessed</i>		<i>P1, P2, P3, P9, P10, P12</i>	<i>P6, P7, P8, P9, P11, P12</i>	<i>P1, P4, P5, P9, P10, P12</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		20		20	40%
Geographical tools and skills		5	10	5	20%
Geographical inquiry and research, including fieldwork		5	15		20%
Communication of geographical information, ideas and issues in appropriate forms		5	5	10	20%
<b><i>Total %</i></b>		<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

# HOSPITALITY

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 11	Term 3 Week 5	Term 4 Week 6	ongoing	
	<i>Type of Task</i>	Hygiene and safety first	Food Truck Catering	The Sandwich Brigade	Catering and Event Digital Portfolio	
<i>Component being assessed</i>						<i>Weighting %</i>
SITXFSA001	Use hygienic practices for food safety					
SITXWHS001	Participate in safe work practices					
SITHCCC002	Prepare and present simple dishes					
SITHCCC001	Use food preparation equipment					
SITHKOP001	Clean kitchen premises and equipment					
BSBWOR203	Work effectively with others					
SITHCCC003	Prepare and present sandwiches					
SITHCCC001	Prepare dishes using basic methods of cookery					
SITXINV002	Maintain the quality of perishable items					

# LEGAL 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 7	Term 2, Week 9	Term, 3 Week 9	
	<i>Type of Task</i>	Short Answer Test	Research and Oral Presentation	Preliminary HSC	
<i>Outcomes Assessed</i>		<i>P1, P2, P3, P4, P5, P10</i>	<i>P4, P6, P7, P8, P9, P10</i>	<i>P1, P2, P3, P4, P5, P6, P7. P9, P10</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and Understanding of course content		10	5	25	40%
Analysis and Evaluation		5	5	10	20%
Inquiry and Research		5	15		20%
Communication of Legal information, ideas and issues in appropriate forms		5	10	5	20%
<i>Total %</i>		<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

# MATHEMATICS - STANDARD

## 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 9	Term 2 Week 8	Term 3 Week 9	
	<i>Type of Task</i>	In class test	Assignment	Examination	
<i>Outcomes Assessed</i>		<i>MS11-1, MS11-2, MS11-3, MS11-4, MS-6, MS-7, MS-9, MS-10</i>	<i>MS11-1, MS11-2, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10</i>	<i>MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10, MS11-11.</i>	
<i>Component being assessed</i>					<b>Weighting %</b>
Understanding, Fluency and Communicating	20%	10%	20%	50%	
Problem Solving, Reasoning and Justification	20%	10%	20%	50%	
<b>Total %</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>	<b>100%</b>	

# MATHEMATICS

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 9	Term 2 Week 8	Term 3 Week 9	
	<i>Type of Task</i>	Assignment	In class test	Examination	
<i>Outcomes Assessed</i>		MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3 MA11-4, MA11-5, MA11-8, MA11-9	MA11-1 to MA11-9	
<i>Component being assessed</i>					<i>Weighting %</i>
Understanding, fluency and communication		10%	20%	20%	50%
Problem-solving, reasoning and justification		10%	20%	20%	50%
<i>Total %</i>		20%	40%	40%	100%

# MATHEMATICS - 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 1 Week 10	Term 2 Week 8	Term 3 Week 9	
	<i>Type of Task</i>	Assignment	In class test	Examination	
<i>Outcomes Assessed</i>		ME11-1, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1 to ME11-7	
<i>Component being assessed</i>					<i>Weighting %</i>
Understanding, fluency and communication	10%	20%	20%	50%	
Problem-solving, reasoning and justification	10%	20%	20%	50%	
<b>Total %</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>	

# MODERN HISTORY

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 8	Term 2, Week 7	Term 3, Week 9	
	<i>Type of Task</i>	<b>Oral Task</b> Investigating Modern History	<b>Research and Essay</b> Historical Investigation	<b>Preliminary HSC</b> All Topics	
<i>Outcomes Assessed</i>		<i>MH11-6, MH11-7 MH11-9, MH11-10</i>	<i>MH11-2 MH11-4 MH11-6 MH11-8 MH11-9</i>	<i>MH11-1 MH11-3 MH11-5 MH11-9</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		20		20	40%
Historical inquiry and research		5	5	10	20%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources			15	5	20%
Communication of historical understanding in appropriate forms		5	10	5	20%
<b><i>Total %</i></b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>



# MUSIC 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 1, Week 8	Term 2, Week 7	Term 3, Week 8	
	<i>Type of Task</i>	Viva Voce and student devised Aural Analysis	Composition Portfolio and Aural Analysis	Performance and Viva Voce	
<i>Outcomes Assessed</i>		<i>P2, P4, P5, P6, P8</i>	<i>P3, P4, P6, P7, P8</i>	<i>P1, P2, P5, P6, P8</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Performance				25%	25%
Composition			25%		25%
Musicology		15%		10%	25%
Aural		10%	15%		25%
<i>Total %</i>		<b>25%</b>	<b>40%</b>	<b>35%</b>	<b>100%</b>

# 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>Date of Task</i>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	
	<i>Type of Task</i>	Oral Presentation	Video Analysis	Exam	
<i>Outcomes Assessed</i>		<i>P1, P2, P3, P4, P5, P6, P15, P16</i>	<i>P7, P8, P9, P10, P11, P16, P17</i>	<i>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17</i>	
<i>Component being assessed</i>					<b>Weighting %</b>
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• Factors that affect health</li> <li>• The way the body moves</li> </ul>		15	15	10	40%
Skills in critical thinking, research, analysis and communication		15	15	30	60%
<b>Total %</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	
	<i>Date of Task</i>	Term 2 Week 4	Term 3 Week 8	
	<i>Type of Task</i>	<b>Urban Decay</b> Series of Work and Written Task	<b>The Burning House</b> Series of Work and Written Task	
<i>Outcomes Assessed</i>		M1, M2, M3, M4, M5 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5 CH1, CH2, CH3, CH4, CH5	
<i>Component being assessed</i>				<i>Weighting %</i>
Making		35	35	70%
Critical and Historical Studies		15	15	30%
<b>Total %</b>		<b>50</b>	<b>50</b>	<b>100%</b>

# PHYSICS

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	
	<i>Date of Task</i>	30 April 2019	23 July 2019	Exam block Term 3	
	<i>Type of Task</i>	Depth Study Module 1 and 2	Research Task Module 3 Waves and Thermodynamics	Examination Modules 1-4	
<i>Outcomes Assessed</i>		PH11-1 PH11- 2 PH11-6 PH11-7 PH11-8 PH11-9	PH11-3 PH11-4 PH11-7 PH11-10	PH11-1 PH11-5 PH11-6 PH11-9 PH11-10 PH11-11 PH11-12	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding		10%	10%	20%	40%
Skills in working scientifically <ul style="list-style-type: none"> <li>- designing first hand investigations</li> <li>- conducting first-hand investigations</li> <li>- processing qualitative and quantitative data and information</li> <li>- analyse and evaluate data</li> <li>- solving scientific prob;ems</li> <li>- communicate scientific understanding</li> </ul>		20%	20%	20%	60%
<i>Total %</i>		<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# SOCIETY AND CULTURE

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 9	Term 2, Week 8	Term 3, Week 9	
	<i>Type of Task</i>	Oral Presentation The Social and Cultural World	Research Task Personal and Social Identity	Preliminary HSC All Topics	
<i>Outcomes Assessed</i>		<i>P1, P3, P6, P9, P10</i>	<i>P1, P2, P3, P5, P8, P10</i>	<i>P3, P4, P7, P8, P9</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and Understanding of course content		10	20	20	50%
Application and evaluation of social and cultural research methods		10	10	10	30%
Communication of information, ideas and issues in appropriate forms		10		10	20%
<b><i>Total %</i></b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# 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 1 Week 7 Nature of Religion & Belief Systems	Term 2 Week 7 Islam	Term 3 Week 9 All topics	
	<i>Type of Task</i>	In-class Task/Response to Stimulus	Research & Report	Preliminary HSC Examination	
<b><i>Outcomes Assessed</i></b>		<i>P1, P2, P6, P7, P8, P9</i>	<i>P3, P4, P5, P6, P7, P8, P9</i>	<i>P2, P3, P4, P5, P8, P9</i>	
<b><i>Component being assessed</i></b>					<b><i>Weighting %</i></b>
Knowledge & understanding of course content		10	10	20	40% 20/50
Source based skills		10		10	20% 10/50
Investigation & Research		5	15		20% 10/50
Communication of information, ideas and issues in appropriate forms		5	5	10	20% 10/50
<b><i>Total %</i></b>		<b>30%</b> <b>15/50</b>	<b>30%</b> <b>15/50</b>	<b>40%</b> <b>20/50</b>	<b>100%</b> <b>50/50</b>

# STUDIES OF RELIGION 2

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 10	Term 2 Week 10	Term 3 Week 9	
	<i>Type of Task</i>	Judaism:Source Analysis and In-class Response	Islam Presentation	Preliminary HSC Examination	
<i>Outcomes Assessed</i>		<i>P3, P4, P5, P6, P7, P8, P9</i>	<i>P1, P2, P6, P7, P8, P9</i>	<i>P1, P2, P3, P4, P5, P6, P7, P8, P9</i>	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge & understanding of course content		10	10	20	40%
Source based skills		10		10	20%
Investigation & Research		5	15		20%
Communication of information, ideas and issues in appropriate forms		5	5	10	20%
<i>Total %</i>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# TEXTILES AND DESIGN

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 8	Term 2 Week 9	Term 3 Week 8	
	<i>Type of Task</i>	Elements and Principles of Design Experimentation Sewing Booklet and Cushion	Fabric and Fibre Properties and Testing Garment	Preliminary Textile Project	
<i>Outcomes Assessed</i>		P1.1, P2.2, P4.1	P2.1, P3.1, P3.2, P4.1	P1.2, P2.1, P2.2, P2.3, P4.1, P6.1	
<i>Component being assessed</i>					<i>Weighting %</i>
Knowledge and understanding of course content		10	10	30	50%
Skills and knowledge in the design, manufacture and management of textiles projects		10	30	10	50%
<i>Total %</i>		<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>



# VISUAL ARTS

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	
	<i>Date of Task</i>	Term 2 Week 3	Term 3 Week 7	Term 3 Week 9	
	<i>Type of Task</i>	<p><b>Exploring Representation</b></p> <p>Submission of 3-5 experimental artworks exploring historical and contemporary representations of urban environments</p> <p>Research of practice based on a gallery/museum exhibition – analysis of the relationship between agencies of the art world</p>	<p><b>Developing a Contemporary Practice in a Contemporary World</b></p> <p>Extended response exploring the legacy of Duchamp on contemporary art practice</p>	<p><b>Yearly Examination</b></p> <p>Art Criticism and Art History Written Examination</p>	
	<i>Outcomes Assessed</i>	<i>P1, P3, P4, P5, P6</i> <i>P7, P8, P9, P10</i>	<i>P1, P2, P4, P5, P6</i> <i>P7, P8, P10</i>	<i>P7, P8, P9, P10</i>	
	<i>Component being assessed</i>				<b>Weighting %</b>
	Artmaking	20	30		50%
	Art Criticism and Art History	10	10	30	50%
	<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

# Section 3

# Appendix



# St Clare's College

Date: .....

Dear .....

**RE: OFFICIAL WARNING - Non-completion of a Preliminary 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 Preliminary 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 1<sup>st</sup>,4<sup>th</sup>) **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 11, 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 Preliminary 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 School Achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Preliminary 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.

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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: \_\_\_\_\_