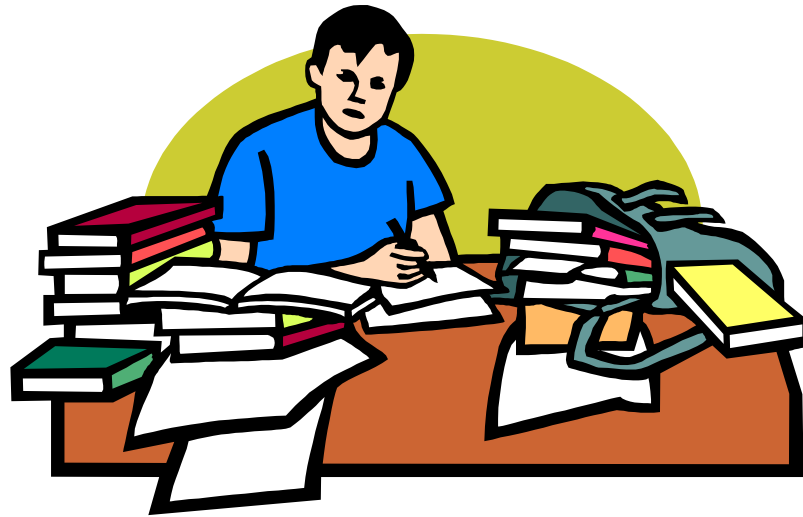


Normanhurst Boys High School



Assessment Policy & Program

Higher School Certificate
Course

Year 11 2008 & Year 12 2009

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REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have studied a minimum of 12 units in the Preliminary Course and a minimum of 10 units in the HSC Course. Both the Preliminary Course and the HSC Course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
 - at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information:

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the Universities Admission Index (UAI), you must study a minimum of 10 Board Developed units in the HSC Course.
- If you do not wish to receive a UAI, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

ASSESSMENT AND REPORTING

- The HSC report will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC report provides a description of your achievements that is similar to the one you received in the School Certificate for the tests in English-literacy, Mathematics and Science.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - **The HSC Testamur** (*The official certificate confirming your achievement of all requirements for the award.*)
 - **The Record of Achievement** (*This document lists the courses you have studied and reports the marks and bands you have achieved.*)
- For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.)

ASSESSMENT TASKS

Schools are required to provide an assessment of student achievements for each HSC course presented.

THEIR PURPOSE

Assessments provide an indication of a student's attainment that is based on:

- a wide range of syllabus objectives
- observations obtained throughout the course rather than at a single examination.

Such an assessment allows due weight to be given to indications of student achievement which, although evident to the class teacher, may not be adequately assessed by examinations.

The assessments will cover the HSC course. However, they will not take into account interest, attitudes, or conduct.

THE SCHOOL'S RESPONSIBILITIES

The school has developed an assessment program for each course which:

1. Identifies the student tasks which best measure each component.
2. Specifies values to be applied to each of the tasks to maintain the relative importance of each of the components.

This assessment Program forms the basis of this document.

In addition, the school will endeavour to spread the assessments so that students are not assessed in all subjects at the same time. Nevertheless some assessment periods will probably be busier than others.

Information regarding the exact timing of assessment tasks will be communicated to students via the class teacher.

As part of the assessment program each faculty will:

- In addition to the schedule of dates for assessment tasks, provide provision for adequate notice of the timing of each assessment task. Generally, at least two weeks' notice of the details of a task should be given.
- Provide meaningful feedback to each student on his and the group's performance in each task.
- Maintain records of marks awarded to each student for all assessment tasks.
- Address issues relating to illness, misadventure and malpractice in assessment tasks in accordance with the school requirements.
- Advise students in writing if they are not meeting the assessment requirements.
- Conduct reviews of assessments when requested by students.
- During the course, the school will provide information to students that will show their order of merit and the relative differences between them. This will allow students to determine whether their progress is satisfactory and that they are maintaining their position in the group.

THE STUDENT'S RESPONSIBILITIES

1. ALL ASSESSMENT TASKS MUST BE ATTEMPTED

Except in exceptional circumstances (e.g. Long-term illness) all assessment tasks must be attempted. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned. It is important for skill development and feedback that students need to attempt all assessment tasks.

Do You Have To Do Non-Assessment Assignments/Tasks? Yes!

One of the conditions of completing a course satisfactorily is that the student must *"apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"* (Board of Studies ACE Manual 11.4). Class work and assignment work may also be based on *Mandatory Experiences* for the course as described by the Syllabus for that course and as such must be completed satisfactorily. Students are expected to **perform all tasks required on the set date and sit for all tests scheduled** as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task students are required to use the **"Assessment Cover Sheet"** included in this document (see page 11).

2. DISHONESTY/MALPRACTICE/PLAGIARISM

No student should gain an unfair advantage by having all or part of a task performed by another person. Teachers and Head Teachers must be satisfied that work is a student's own. Unfair advantage, if proven, is regarded as cheating and is to be scored as zero. The school's policy in this area is aligned with that of the Board of Studies. Students should refer to the Board's "All My Own Work" policy.

3. Students are to be in attendance for all timetabled classes on the day an assessment task is due to be submitted or sat for. Failure to comply with this requirement will result in a zero mark being awarded for that assessment task.

4. AT-HOME TASKS

If a task is completed other than in class time, it will be due at the beginning of the first period of the subject on the day determined, unless otherwise stated by the teacher. Late work will receive a zero unless there is a valid reason.

5. REQUESTING LEAVE OF ABSENCE OF THE DAY OF AN ASSESSMENT TASK

Use "Explanation of Absence Form" (see page 12)

Should special circumstances arise where a student is to be absent on the day of an assessment task, they should write to the Faculty Head Teacher requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. If the reason is accepted, a substitute task or extension of time will be given, whichever is appropriate. Under exceptional circumstance, the Principal may authorise the use of an estimated mark.

6. ABSENCE ON THE DAY OF A HAND-IN ASSESSMENT TASK

Use "Explanation of Absence Form" (see page 12)

If a student is away from school on the day of a hand-in task, it is their responsibility to submit the task on the first day of return to school with appropriate supporting documentation.

7. ABSENCE ON THE DAY OF AN IN-CLASS ASSESSMENT TASK

Use “Explanation of Absence Form” (see page 12)

A student who is absent on the day of an assessment task must complete the Explanation of Absence Form. In the case of a medical reason, a doctor’s certificate will be required at the beginning of the **first day of return to school**. (It is recommended that students request their doctor use the proforma provided on page 13 of this policy for this purpose.) This is to be attached to the form and given to the Head Teacher of the subject on the first day back. If the reason for the absence is accepted, a substitute task may be given. In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate of that particular task. This will be used to determine the student's position in the order of merit for that task. When that position is determined, the student will be awarded, and have recorded, the mark that is most appropriate to that position.

It should be noted that when a task is not completed or the Principal is not prepared to accept the reason for it not being submitted on time, the task will be awarded a zero mark and noted as a non-attempt. When this happens such that **the student is awarded a zero for 50% or more of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily**. This could mean that a student fails to achieve satisfactory completion of the course and becomes ineligible for award of the HSC. Students and parents will be informed in advance if a student has placed himself in such a position.

8. ILLNESS/MISADVENTURE ON THE DAY OF AN ASSESSMENT TASK

Use “Illness/Misadventure Appeal Form” (see page 14)

If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day of an assessment task may have diminished their performance they should inform the relevant Faculty Head Teacher prior to the task, sit for or submit the task, complete an Illness/Misadventure Appeal Form and hand it to the HT with documentation. Illness/Misadventure forms **must be submitted on the day of the assessment task or on the first day of return to school** following the assessment task. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students.

9. LONG TERM ILLNESS

Use “Notification of Long Term Illness Form” (see page 15)

There is no provision for students who have lost preparation time due to a long term illness (such as glandular fever, asthma, chronic fatigue syndrome). Chronic illness is not in itself an acceptable reason for requesting special consideration. However, you should notify the Year Adviser of any long term condition that may affect your assessment tasks via the Notification of Long Term Illness Form.

10. QUERYING THE RESULT OF AN ASSESSMENT TASK

If on the return of an assessment task, a student considers a mistake has been made in the marking of the assessment it is their responsibility to discuss their concern with the subject teacher or Faculty HT immediately. If the matter cannot be resolved it can be referred to the Assessment Committee via Mr Fielding.

It should be noted however that a teacher’s professional judgement cannot be questioned.

11. THE APPEALS PROCESS

Any appeal, over a particular grade for a particular item, must be made by the student to the Faculty Head Teacher as soon as possible after the grade is known. In the event that a satisfactory solution is unable to be found the matter is to be referred to The Appeals Panel which consists of the two Deputy Principals. The panel will consider the written information supplied by the appealing student and the NBHS Assessment Policy. Appeals must be submitted to Mr Fielding **within two weeks** following the return of the assessment task.

The Panel will make a prompt decision and explain the reasons for the decision to the appellant. **The panel is concerned with the Assessment Process and will not review the teacher's judgement of the worth of a particular task. The decision of the panel will be final in this regard.**

This same procedure applies to an appeal over the *final HSC Assessment Grade*.

12. WORK ON ASSESSMENT TASKS IN CLASS TIME

Students are not permitted to miss class to complete assessment tasks and major works for other courses unless leave is negotiated with both teachers concerned.

13. SUSPENDED STUDENTS - ASSESSMENTS

If a student is suspended when an assessment task is due he must:

- Not attend school for the duration of the suspension
- Submit out-of-school assessment tasks by either mail, email or by delivery to the front administrative Office (A Block)
- Miss in-school assessment tasks for which he may be given an alternative task. It is the student's responsibility to arrange to sit the task upon their return to school.

14. SPECIAL PROVISIONS FOR ASSESSMENT TASKS

If a student is entitled to special provisions for examination periods, it is their responsibility to request these provisions for any in-class tasks. This can be negotiated with the Faculty HT and the Year Adviser.

OTHER MATTERS

HSC Exams

The HSC exams will assess against the standards of performance by:

- Using a variety of question types
- Setting questions that are clearly worded and structured
- Using marking guidelines that are aligned with performance standards
- Awarding marks that reflect the standard achieved

Moderation of Assessment Marks

The assessment marks are moderated by the Board of Studies to allow fair comparisons of student achievement from different schools. Moderation is achieved by using the HSC exam results from each school to adjust the assessment marks submitted for each course. It is therefore important for all students in every course to strive for their best possible result in the HSC exams.

How do Tertiary Institutions Treat Assessments?

Tertiary institutions give equal weight to the exam mark and the moderated assessment marks in working out if you satisfy their entry requirements.

School Review of Assessments

Students who consider that their placement in the order of merit for any course is not correct, on the basis of feedback on their performance during the course, may seek a school review.

Students are not entitled to seek a review of teacher's judgements of the worth of individual performance in an assessment task.

After students have completed their final HSC exam they are able to ask for a copy of the assessment marks that were provided to the Board of Studies in each course. Students have a right to appeal if it appears that any of these assessment marks are not an accurate reflection of the students ranking with the course.

The same procedure for an appeal applies as for that of an assessment grade.

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcome completion are of concern, the student will be notified in writing and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes does not improve. A second letter of concern will be a final warning and will require a parent/guardian interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the Higher School Certificate.

In extreme circumstances the Principal may expel a student from the school or make a submission to the Director-General recommending the expulsion of a student from the school

The grounds for expulsion will be "unsatisfactory participation in learning by a student of post-compulsory age e.g. documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with Board of Studies requirements for the award of Higher School Certificate".

The remainder of this booklet contains the individual faculty requirements for assessment of the HSC Course. ***It is the responsibility of each student to be fully aware of the specific tasks that must be completed to maximise his assessment mark.***

DISCLAIMER:

This assessment Schedule provides only a guide to the topics, tasks and dates of the HSC Course assessment. All areas may be subject to change where considered necessary or appropriate.



Assessment Cover Sheet

STUDENT NAME	
YEAR	
COURSE	
ASSESSMENT TOPIC	
DATE SUBMITTED	

KEEP A COPY OF YOUR WORK!

DEFINITIONS

Academic Integrity – being honest, trustworthy and responsible in your approach to learning.

Plagiarism – using another person’s ideas, designs, words or works without appropriate acknowledgement.

Collusion – unauthorised collaboration involving working with others without permission to produce work which is then presented as work completed independently by the student. Collusion is a form of plagiarism. Students should not knowingly allow their work to be copied.

CONSEQUENCES of PLAGIARISM and COLLUSION

Penalties may include receiving a result of zero for the Assessment Task.

LATE or NON-SUBMISSION

You are reminded that guidelines and procedures relating to Assessment are included in each Year Academic Handbook and on the school’s intranet at:

I declare that all material in this assessment is my own work except where there is clear acknowledgement and reference to the work of others. I have read Normanhurst Boys High School’s *Assessment Policy & Program HSC Course Booklet*. I give permission for my assessment work to be reproduced and submitted to other academic staff for the purposes of marking/assessment and to be copied, submitted and retained in a form suitable for electronic checking of plagiarism if so required.

Signed: Date: Staff initials:



EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK

Student's Name: _____	Date: _____
Course Name: _____	Teacher: _____
Date of assessment task: _____	Roll Call: _____
Assessment task details:	

Explanation for Absence from task: (Wherever possible evidence should be stapled to this for	

Student's signature _____	Date _____
Parent's signature _____	Date _____
Faculty Head Teacher Decision:	



Normanthurst Boys High School
Pennant Hills Rd. Normanthurst 2076

MEDICAL CERTIFICATE

(The school requires a student to notify his doctor that he is using this medical certificate to claim illness or misadventure for a scheduled HSC assessment task).

Doctor's Name / Stamp: _____

Address: _____

Date: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)

Is suffering from a medical condition of a confidential nature.

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

ANY OTHER REMARKS:

.....
Signature of medical practitioner



ILLNESS OR MISADVENTURE

A student who believes that there were circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond his control, leading to a possible diminished result in the task should complete this form and give it to Mr Fielding.

In dealing with illness/misadventure there can be no consideration for:

- General difficulties in preparation or general loss of preparation time
- Loss of study time or facilities
- Long term illness
- Matters that could have been avoided by the student
- Other commitments such as sport or drama, etc

The above circumstances may be covered by other appeals mechanisms. Please see Mr Fielding for further information

Student's Name _____	
Assessment Task Affected _____	
Date of Assessment _____	
Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (medical certificate, counsellor's report, etc.)	
If the task was an exam, did you sit it and when?	
Student's signature _____	Date _____
Parent's signature _____	Date _____
Assessment Committee Decision:	



NOTIFICATION OF LONG TERM ILLNESS

Student's Name: _____	Date: _____
Long term illness (brief description of illness):	

Impact on study program:	

Subject and Teacher's names:	

Student's signature _____	Date _____
Parent's signature _____	Date _____

ENGLISH
2 UNIT ADVANCED ENGLISH

DATE	TASK	OUTCOMES	WEIGHT
T4 Wks 7&8 2008	Task 1: Oral Task – A speech on the concept of “ <i>Belonging</i> ” with referral to <i>Romulus, My Father</i> and text/s of your own choosing.	1, 2A, 3, 9	15%
T1 Week 6 2009	Task 2: Listening Task – Short answer responses on Area of Study – “ <i>Belonging</i> ”.	2, 5, 10, 11	5%
T1 Wks 9&10 2009	Task 3: Half-Yearly Examination – Details of the questions will be given PRIOR to the examination to allow for preparation. Question 1 – <i>Area of Study</i> (Unseen written and visual texts.) Question 2 – <i>Comparative Study of Texts and Context - Elective 2: Texts in Time.</i>	1, 2A, 3, 9	15% 15%
T2 Week 6 2009	Task 4: Module B - <i>Critical study of Texts: W.B.Yates.</i>	3, 6, 8, 10	15%
T3 Week 2 2009	Task 5: Module C – <i>Representation and Text – Elective 1: Conflicting Perspectives: Julius Caesar</i>	4, 7, 12, 12A	15%
T3 Weeks 3&4 2009	Task 6: Trial HSC	1, 2, 2A, 3, 4, 5, 6, 7, 8, 10, 13	20%

ENGLISH EXTENSION 1

DATE	TASK	OUTCOMES	WEIGHT
T4 Week 7 2008	Task 1: Written Task Module A – Genre Elective 2: Crime Writing	1, 2, 4	10
T1 Wks 9& 10 2009	Task 2: Half-Yearly Examination	1, 2, 4	5
T2 Weeks 8&9 2009	Task 3: Oral Task based on: <i>Rear Window(film) & Anil's Ghost(novel)</i>	4, 3	10
T3 Week 1 2009	Task 4: Creative Written Task based on: <i>The Real Inspector Hound(play)</i>	1, 2, 3, 4	15
T3 Weeks 3 & 4 2009	Task 5: Trial HSC	1, 2, 3, 4	10

□ ENGLISH EXTENSION 2

Syllabus component	Weighting /50
Major Work	50

Task	Weighting
Proposal Presentations of proposal for major work	10
Viva Voce Interview and discussions/ exploration of the work in progress	20
Report The impact of independent investigation on the development of the Major Work	20
	50

ASSESSMENTS AND OTHER TASKS	Weighting
T4, Wk 9-10, 2008 Draft Proposal and Journal Review 1.	-
T1 Wk 2 '09 Proposal	10
T1 Wk 5 '09: Journal Review 2	-
T2 Wk 2 '09: Viva Voce	20
T2 Wk 5 '09: Journal Review 3	-
T3 Wk 1 '09: Journal Review 4	-
T3 Report: Date to be advised	20
	50
T3 2009 (Week 5 Approx.) Journal, Major Work and Reflection Statement due at BOS	

MATHEMATICS

NOTES:

- It should be noted that up to 30% of the internal assessment in the Preliminary Course may be re-examined in the Higher School Certificate Course.
- Actual dates of the above assessments will be advised **at least two weeks** before they are due.
- Outcomes to be assessed are subject to change

☐ MATHEMATICS (2U)

OUTCOMES	WEIGHT ↓ (When) ⇒	TASK 1 End Term 4	TASK 2 Half Yearly Term 1	TASK 3 Mid Term 2	TASK 4 Trial HSC Term 3
Prelim: 5, 6, 7 HSC: 1, 2, 3, 4, 5	15%	15%			
Prelim: 3, 4, 5, 6, 7 HSC: 1, 3, 4, 5, 6, 7	25%		25%		
Prelim: 6, 7, 8 HSC: 1–8	20%			20%	
ALL OUTCOMES	40%				40%
TOTAL	100 %				100%

☐ MATHEMATICS EXTENSION 1

OUTCOMES	WEIGHT ↓ (When) ⇒	TASK 1 End Term 4	TASK 2 Half Yearly Term 1	TASK 3 Mid Term 2	TASK 4 Trial HSC Term 3
HSC: 1, 2, 3, 4, 5	15%	15%			
HSC Ext 1: 1 - 5	25%		25%		
HSC Ext 1: 4 - 7	20%			20%	
ALL OUTCOMES	40%				40%
TOTAL	100 %				100%

□ MATHEMATICS EXTENSION 2

OUTCOMES	WEIGHT ↓ (When) ⇒	TASK 1 End Term 4	TASK 3 Half- Yearly Term 1	TASK 4 Mid Term 2	TASK 5 Trial HSC Term 3
Prelim: 5, 6, 7 HSC Ext 2: 1, 2, 3, 4, 5	15%	15%			
HSC Ext 2: 2, 3, 4	25%		25%		
HSC Ext 2: 3, 4, 5	20%			20%	
All outcomes	40%				40%
TOTAL	100 %				100%

□ GENERAL MATHEMATICS

OUTCOMES / COMPONENTS	WEIGHT ↓ (When) ⇒	TASK 1 End Term 4	TASK 2 Half Yearly Term 1	TASK 3 Mid Term 2	TASK 4 Course Project T.B.A.	TASK 5 Trial HSC Term 3
H: 1, 2, 5, 8, 11 FM. 4, 5, 6	10%	10%				
H: 1– 9, 11 FM: 4, 5, 6 DA: 5-7 M.5-7	25%		25%			
H: 1-5, 7, 10, 11 PB: 3 - 4 AM: 3 - 4	12.5%			12.5%		
H: 1, 2, 11 ALL COMPONENTS	12.5%				12.5%	
ALL COMPONENTS	40%					40%
TOTAL	100 %					100%

SCIENCES

CHEMISTRY

TASK	ASSESSMENT	WEIGHTING %	TIMING
1	Practical Test	10	T4 Wk8
2	Practical Test - Mid-Term Test	10	T1 Wk5
3	Half Yearly Exam	15	
4	Practical Test	17	T2 Wk6
5	Processes Test	18	T2 Wk 9
6	Trial Exam	30	

PHYSICS

TASK	ASSESSMENT	WEIGHTING %	TIMING
1	Data processing / experimental design	10	T4 Wk7
2	Mid term test	10	T1 Wk6
3	Half yearly exam	15	
4	Practical test	17	T2 Wk4
5	Data processing	18	T2 Wk8
6	Trial Exam	30	

BIOLOGY

TASK	ASSESSMENT	WEIGHTING %	TIMING
1	Knowledge and understanding test	7	T4 Wk9
2	Practical Test	15	T1 Wk5
3	Half Yearly Exam	15	
4	Practical Test	15	T2 Wk7
5	Biology Processes Test	18	T3 Wk1
6	Trial HSC	30	

SOCIAL SCIENCES

□ BUSINESS STUDIES

Topics to be assessed:

1. Business Management and Change
2. Financial Planning and Management
3. Global Business
4. Employment Relations
5. Marketing

□ HSC Course Assessment Requirements:

The internal assessment mark for Business Studies Stage 6 is to be based on the HSC course only, and linked to specific HSC course outcomes.

Component	Weighting	Tasks
Test type	50	Class tests and exams (multiple choice, short response, structured essay, extended responses)
Case studies: Interpretation, application and communication	30	Research and analysis, case study reports, fieldwork reports
Stimulus-based skills	20	Interpretation of financial statements and scenarios, analysis of a marketing plan, investigation and analysis of an industrial dispute
Marks	100	

Proposed HSC Course Assessment Schedule:

	Task	Weight	Time	Component
1a.	Management & change	10%	T4 wk 7, '08	Qantas-Case study part A
2.	Financial planning	20%	T1 wk 3, '09	Stimulus- Interpretation of financial statements and scenarios
3.	Half Yearly exam	20%	T1 wk 10, '09	Test
1b.	Global Report	10%	T2 wk 3, '09	Qantas-Case study part B
1c.	Employment	10%	T2 wk 8, '09	Qantas-Case study part C
4.	Trial HSC exam (incl marketing)	30%	T3 wk 3, '09	Test

Dates on this schedule are indicative only, and are based on forward projections as at September 2008.

□ ECONOMICS

Assessment Task Outline:

Component	Weighting	Task Description
Examinations	50	These may include multiple-choice items, short answers and extended responses
Research, investigation and communication	30	Tasks may include: student research on aspects of a topic reported through a prepared essay or an in-class task or presentation
Stimulus-based skills	20	Statistical interpretation, graphical skills and calculations. These can utilise theoretical, contemporary or hypothetical situations
Total Mark	100	

HSC ECONOMICS ASSESSMENT TASKS

Term	Task Outline	Weighting (%)	Outcomes Assessed
'08 T4 Wk 7	A written research case study of the impacts of globalisation on an economy other than Australia	15	H1; H2; H3; H4; H5; H7; H8; H9; H10; H12
T1Wk 7	Test using and interpreting trade statistics, the Balance of Payments and exchange rates	10	H1; H9; H10; H11
T1	Half-yearly Examination	20	H1; H2; H3; H4; H5; H6; H7; H8; H10; H11
T2Wk 8	Test using and interpreting econometric models, statistics and graphs relating to the business cycle, inflation and unemployment	10	H1; H8; H9; H10; H11
T3Wk 1	In-class essay evaluating the present economic issues and policy mix	15	H1; H2; H3; H4; H5; H6; H7; H8; H9; H10; H12
T3	Trial HSC	30	H1; H2; H3; H4; H5; H6; H7; H8; H10; H11

GEOGRAPHY

OVERALL COURSE WEIGHTINGS:

COMPONENT	WEIGHTING
Ecosystems at Risk	20
Urban Places	20
People and Economic Activity	20
Skills	30
Fieldwork	10
TOTAL	100

SPECIFIC ASSESSMENT TASKS:

There will be **5** assessment tasks:

1. Ecosystems at Risk: field study and research report
2. Urban Places: field study and research report
3. Half yearly exam
4. Economic Activity: field study and research report
5. Trial HSC

Date	Topic	Weight	Task Information
T1 Wk3 T1 Wk9 T3 Wk3	Topic 1: Ecosystems at Risk	/20.0 6.6 3.3 10.0	Research-E@R essay 1 Half-Yearly Exam essay Trial Exam essay
T1 Wk7 T1 Wk9 T3 Wk3	Topic 2: Urban Places	/20.0 6.6 3.3 10.0	Research-UP essay 2 Half-Yearly Exam essay Trial Exam essay
T2 Wk7 T3 Wk3	Topic 3: People and Economic Activity	/20.0 10 10	Research-P&EA essay 3 Trial Exam essay
T1 Wk3 T1 Wk7 T3 Wk5	Fieldwork Notes (to be collected after field trip)	/10.0 3.3 3.3 3.3	E@R fieldstudy notes UP fieldstudy notes P&EA fieldstudy notes
T1 Wk 9 T3 Wk3	Skills	/30.0 15 15	Half-Yearly Skills Exam Trial Exam skills
	Total	100	

□ LEGAL STUDIES

The internal assessment mark for Legal Studies Stage 6 is to be based on the HSC course only.

Topic	Weight	Tasks
Law and Society	25	Assessment tasks will comprise; <ul style="list-style-type: none"> • Examination/Class tests 50% • Research 40% • Oral 10%
Crime	25	
Additional Focus Studies (50%) <ol style="list-style-type: none"> 1. Family 2. Consumers 	25 25	
Marks	100	

Topic	Tasks	Weight	Timing
Crime and the Law	Researched in-class essay Half Yearly Trial	10% 10% 5%	T4 (08), wk 8 T1, wk 9 T3, wk 3
Consumers	Oral report Half yearly Trial	10% 10% 5 %	T1, wk 5 T1, wk 9 T3, wk 3
Family Law	a. Research findings b. Research in-class essay Trial	10% 10% 5%	T2, wk 5 T2 wk 8 T3, wk 3
Law and Society	Researched in class topic test Trial	10% 15%	T3, wk 1 T3, wk 3

Dates on this schedule are indicative only, and are based on forward projections as at September 2008.

**ANCIENT HISTORY ASSESSMENT SCHEDULE
2 UNIT H.S.C COURSE**

2009

TERM	TOPIC	TASK	WEIGHT	OUTCOME ASSESSED	DATE
4	Ancient Personality: Julius Caesar	Research Task - <i>Caesar the General</i> (2 part) <ul style="list-style-type: none"> • Oral presentation • Extended response 	10% 10%	H3.4, 4.2 H3.1, 3.6	Term 4 2008 Weeks 8-9
1	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	<ul style="list-style-type: none"> • 3 part source task - Half Yr Exam 	20%	H3.1, 3.2, 3.4,3.5	Term1 Weeks 9-10
2	Historical Period: Greek World 446-399 BC <ul style="list-style-type: none"> • Peloponnesian War 	<ul style="list-style-type: none"> • Research task – extended response 	20%	H3.4, H4.2	Term 2 Week 9
3	Ancient Society: Spartan Society to the Battle of Leuktra 371 BC				
	TRIAL HSC: <ul style="list-style-type: none"> • Core Study • Society: Sparta • Personality: Caesar • Historical Period: Greece 446-399 	Trial HSC Exam: <ul style="list-style-type: none"> • Source Task (3 part) • Structured Essay (5 part) • Structured Essay (2 part) • Extended Response 	40%	H3.1,3.2, 3.3 H1.1, 3.2, 4.1 H1.1, 2.1, 3.4 H4.2	Term 3 Weeks 3-5

**MODERN HISTORY ASSESSMENT SCHEDULE
2 UNIT H.S.C COURSE**

2009

TERM	TOPIC	TASK	WEIGHT	OUTCOME ASSESSED	DATE
1	International Study: The Cold War 1945-1991	<ul style="list-style-type: none"> • Oral task • Extended response (on oral topic) 	10% 10%	H1.1, 4.1, 4.2 H1.1, 2.1	Term 4 Weeks 8- 9
1	Core Study: World War I 1914-1918	<ul style="list-style-type: none"> • Hf Yr Exam: Source task 	20%	H3.2, 3.3	Term 1 Week 10
2	National Study: <i>EITHER</i> <ul style="list-style-type: none"> • Germany 1918-39 <i>OR</i> <ul style="list-style-type: none"> • Russia 1919-39 	Research Task <ul style="list-style-type: none"> ○ Extended Response 	20%	H1.1, 2.1, H3.4, 3.5	Term2 Week 8 18/6/08
3	Personality Study: <i>EITHER</i> <ul style="list-style-type: none"> • Leni Riefenstahl <i>OR</i> <ul style="list-style-type: none"> • Leon Trotsky 			H1.1, 3.1	
	TRIAL HSC: <ul style="list-style-type: none"> • Core Study • National Study • Personality • International Study 	Trial HSC Exam: <ul style="list-style-type: none"> • Source Task (3 part) • Extended Response • Structured Essay (2 part) • Extended Response 	40%	H 3.2, 3.3 H1.1, 2.1, 3.4 H1.1, 1.2 H3.4, 4.2	Term 3 Weeks 3-5

**EXTENSION HISTORY ASSESSMENT SCHEDULE
H.S.C COURSE**

2009

TERM	TOPIC	TASK	WEIGHT	OUTCOME ASSESSED	DATE
1	What is History (a) Historical Readings				
1	HALF YEARLY EXAM Historical Readings	Exam essay	5%	E2.2	
2	History Project: (40 marks) <ul style="list-style-type: none"> • Synopsis (2.5 marks) • Bibliography (2.5 marks) • Proposal (5 marks) • 	History Project: <ul style="list-style-type: none"> • Synopsis 5% • Bibliography 5% • Proposal 10% 	80%	E2.1	Term 3 Week 6
2	What is History (b) Case Study				
3	TRIAL HSC: <ul style="list-style-type: none"> • Historical Readings • Case Study 	Trial HSC Exam Exam essay Exam essay	7.5% 7.5%	E2.2 E2.3	

Exam: What is History: 20% History Project: 80%

TECHNOLOGICAL AND APPLIED STUDIES

SOFTWARE DESIGN AND DEVELOPMENT

HSC ASSESSMENT SCHEDULE 2007/08

Syllabus components, weightings and related outcomes	Task 1: Case study	Task2: Individual Project	Task 3: Half-Yearly	Task4: Group Project	Task 5: Trial HSC
Timing	2008 T4, Wk 8	2009 T1, Wk 5	2009 T1, Wk 10	T3, Wk2	T3, Wk 3
Content	Social and ethical issues of software development, Software development approaches	Planning, design, implementation, Testing, evaluating and maintaining a software solution	All	Planning, design, implementation, Testing, evaluating and maintaining a software solution	All
Outcomes	H1.1, H2.2, H3.1, H6.1,	H3.2 H4.2 H5.2, H5.3, H6.2	H1.1, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1-3.	H1.1, H3.2, H4.2, H4.3, H5.1-3, H6.1-4.	H1.1-2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1-3, H6.1-4
Knowledge and understanding about development, the impact of software solution, the software development cycle 20%	5%		5%		10%
Design and development of software solutions 35%	5%	5%	10%	5%	10%
Project development techniques, including documentation, teamwork and communication 20%			5%	5%	10%
Project 25%		15%		10%	
Total	10%	20%	20%	15%	30%

□ INFORMATION PROCESSES AND TECHNOLOGY

HSC ASSESSMENT SCHEDULE 2007/08

Syllabus components and weightings	Task 1: Information systems & database design	Task 2: Half yearly exam	Task 3: Case study, Option 1.	Task 4: Project work. Develop an information system	Task 5: Yearly exam. Trial HSC
Timing	2008 T4, Wk 7	2009 T1, Wk 10	T2, Wk 5	T3, Wk 1	T3, Wk 3
Content	Information systems, organisational methods, information processes. Issues related to info systems and databases.	All	Information processes. Event driven T.P.S. Issues related to info systems.	Information processes. Characteristics and production of multimedia. Issues related to info systems.	All
Outcomes	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2,
Project work 20%	5%		5%	5%	5%
Information systems and databases 20%	10%	5%			5%
Communication systems 20%		15%			5%
Option 1 20%			15%		5%
Option 2 20%				15%	5%
Total 100%	15%	20%	20%	20%	25%

□ DESIGN AND TECHNOLOGY

HSC ASSESSMENT SCHEDULE 2007/08

Syllabus components, weightings and related outcomes	Task 1: Folio presentation	Task 2: Case Study	Task 3: Half Yearly Exam	Task 4: Written Report	Task 5: Trial HSC
Timing	2008 T4, Wk 7	2009 T1, Wk 8	T1, Wk 10	T2, Wk 4	T3, Wk 3
Outcomes	H4.1, H4.2, H4.3, H5.1, H5.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2
Innovation and emerging technologies - case study 20%		20%			
Innovation and emerging technologies 20%			10%		10%
Designing and producing 60%	10%		10%	20%	20%
Total 100%	10%	20%	20%	20%	30%

ENGINEERING STUDIES

Syllabus components, weightings and related outcomes	Task 1: Report 1	Task 2: Half-Yearly	Task 3: Assignment	Task 4: Report 2	Task 5: Trial Hsc
Timing	2008 T4, Wk 8	2009 T1, Wk 10	T2, Wk 5	T3, Wk 1	T3, Wk 3
Outcomes	H1.1, H2.2, H5.1, H5.2	H2.1, H4.1, H4.2, H4.3, H1.1, H1.2	H2.2, H6.1, H6.2	H3.2, H5.1, H5.2, H3.2, H2.2, H1.1	H2.1, H2.2, H1.2, H3.1, H3.3, H4.1, H4.2, H4.3
Scope of profession 20%	5%	5%		5%	5%
Knowledge of Engineering principles 40%	5%	5%	10%	5%	15%
Communication Skills 10%				5%	5%
Understanding the Impacts of Engineering 10%		5%			5%
Management and Problem-Solving 10%	5%			5%	
The Application of Engineering Methodology 10%			10%		
Total 100%	15%	15%	20%	20%	30%

CREATIVE & PERFORMING ARTS

□ VISUAL ARTS

STUDYING		MAKING	
50		50	
TASK	WEIGHTING	TASK	WEIGHTING
Case Study	10%	Progress Mark 1	10%
Mid Course Exam	15%	Progress Mark 2	15%
Trial Exam	25%	Progress Mark 3	25%

□ MUSIC 1

Tasks will be set in Core and Elective Components.

CORE:

	Weighting	When
Performance	10	Term 2
Composition	10	Term 1
Musicology	10	Term 2
Aural	25	Half Yearly + Trial

ELECTIVE: - Performance and/or Musicology and/or Composition

Elective	Weighting	When
1	15	Trial and/or Portfolio
2	15	Trial and/or Portfolio
3	15	Trial and/or Portfolio

□ MUSIC 2 AND EXTENSION

Tasks set in following components.

CORE:

	Weighting	When
Performance	20	Term 2
Composition	20	Portfolio Term 3
Musicology	20	Combined with Aural
Aural	20	Term 1 and trial

ELECTIVE:

Elective	Weighting	When
1	20	Trial and presentation Term 2

□ MUSIC EXTENSION

TWO ASSESSMENT TASKS TO BE SET IN EITHER:

PERFORMANCE

OR

COMPOSITION

25 + 25

Trial and term 2

OR

MUSICOLOGY

□ DRAMA

Internal Assessment Weighting

- Australian Drama and Theatre (Dramatic Traditions in Australia) 30%
- Studies in Drama and Theatre 30%
- Development of Group Performance 20%
- Development of Individual Project 20%

Internal Assessment is weighted in the following way:

- Written Reflections 40%
- Workshop activities 60%

Weeks	Topic	Assessment	Weighting
Term 4 Wks 2-10	Dramatic Traditions in Australia Individual Project	1. Individual Project (wk 5)	Progressive
		2. Workshop (wk 11)	15%
		3. Individual Project (wk 9)	Progressive
Term 1 Wks 1-11	Individual Project	4. Individual Project (wk2)	Progressive
	American Theatre	5. Essay – Dramatic Traditions in Aust. (wk 4)	10%
		6. American Theatre Workshop	15%
Term 2 Wks 1-11	One period of Theory	7. American Theatre Essay (wk 5)	10%
	Group Performance	8. Individual Project	20% Cumulative
		9. Group Project	20% Cumulative
Term 3 Wks 1 - 10	Trial Exams	10. Written (wk 3 - 4)	10%
	Group Project	11. G.P. and I.P.	Submission
	HSC Exams	12. HSC Practical/Project (wk 6)	

The Group Performance and Individual Project assessments will be marked progressively. Each project is worth 20 marks.

LANGUAGES

☐ **LOTE - JAPANESE**

Assessment will commence in term 4 of year 11 and will continue through to term 3 of year 12. Where possible, students will be supplied with a list of assessment task dates, and the nature of the task, at the beginning of each term.

Students must be aware that regular attendance and regular homework completion are an essential preparation for the assessment tasks.

Students are advised that the final assessment will be made up as follows:

Timing	Assessment	Assessment Weight	Skills Assessed	Marks
Term 4 2008	Class assessment	10%	Reading & Responding A	10
Term 1 2009	Half-yearly exam	30%	Reading & Responding A&B Speaking Listening & Responding Writing	10 5 10 5
Term 2 2009	Class assessment	20%	Reading & Responding B Speaking Listening & Responding	10 5 5
Term 3 2009	Trial HSC Exam	40%	Reading & Responding A&B Speaking Listening & Responding Writing	10 10 10 10
		100%		100

PERSONAL DEVELOPMENT



Course Content

The HSC Course is divided into 2 sections: Core and Options:

The two Core Modules (60%) are:

Core 1-Health Priorities in Australia

Core 2-Factors Affecting Performance

The Options section (40%) of total course time, and TWO are to be studied.

1. The Health of Young People
2. Sport and Physical Activity in Australian Society
3. Sports Medicine
4. Improving Performance
5. Equity and Health

ASSESSMENT SCHEME:

OUTCOMES	COMPONENTS	WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
H1-H17	(Syllabus)	(Syllabus)	Term 4	Term 1	Term 2	Early Term 3	Mid Term 3
			Assignment	1/2 Yearly	Assignment	Assignment	Trial HSC
H1-H5 H14-H16	Core 1	30%	15	5			10
H7-11 H16-17	Core 2	30%			20		10
H8 H16-17	Option 1	20%		15			5
H7-10 H16-17	Option 2	20%				15	5
	MARKS	100%	15	20	20	15	30