



**2018
HSC
ASSESSMENT
PROCEDURES**

GHS | GALSTON
HIGH SCHOOL

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A. PURPOSE

The provision of a separate School Assessment in reporting Higher School Certificate results, from 2000, has a twofold purpose. It is intended to provide an indication of a student's attainment, which is based on:

- A wider range of syllabus objectives than is measured by the external examination.
- Measures and observations throughout the course rather than at a single external examination. Such an assessment allows due weight to be given to indications of student achievement which, although evident to the class room teacher, may not be adequately assessed by a single external examination.

WHAT THE ASSESSMENT IS

1. The assessment submitted by schools for a particular course will measure their students' achievements relative to each other by the end of the HSC course. They will be based on achievements measured throughout the course.
2. The use of achievement measures throughout the course will serve several purposes:
 - a) It enables consideration to be given to aspects of the course, the attainment of which can be demonstrated over time, e.g. practical skills.
 - b) It caters for activities such as fieldwork, which occur as integral and mandatory components of some course, but take place outside the classroom.
3. The assessment is to encompass a wide range of syllabus objectives, but will not assess attitudes.
4. The assessment will also include that content and those objectives currently measured by the external examination.
5. HSC assessment tasks will:
 - a) Help you learn, expand your knowledge and encourage you to challenge yourself.
 - b) Show how much you have learnt and where you need to improve.
 - c) Prove you have satisfactorily completed a course.
 - d) Contribute to your final HSC mark.

Assessments tasks allow you to show what you know, understand and can do in ways that cannot always be demonstrated in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external exams.

B. IMPLEMENTATION

The cumulative results gained by each student contribute to an overall or summative measure of achievement, i.e., the final assessment mark per student in each subject. In most subjects, formal assessment will commence during Term 4 in the previous calendar year and continue at least until the Trial Higher School Certificate. Attendance throughout will be necessary and compulsory. Faculty policies/procedures that follow at the end of this document show different measuring instruments used for making the assessment in the various subjects.

C. ASSESSMENTS ARE COMPULSORY

Students must do tasks worth more than 50% of the total possible marks for the course or they will not even be allowed to sit for that subject in the HSC course. Parents/caregivers will be notified if students appear in danger of not meeting this requirement. Of course, students must attempt all the assessment tasks in order to earn a good assessment mark and must also complete any other requirements for the course, e.g., to submit their major work, or, for courses that have practical or research components, to complete and write up their practical/research work.

Students studying an HSC course must make a genuine attempt to complete course requirements. They must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks in excess of 50% must be attempted. The student must fulfil the course completion criteria and only when both of these conditions are met, the course is listed on the Record of Achievement. In addition, where students studying an HSC course that includes requisite examinations, they sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate that the course has not been satisfactorily completed. HSC courses that are not satisfactorily completed will not appear on the student's Record of Achievement.

If a candidate has been given zero marks because of non-attempts, or non-serious attempts, in assessment tasks totaling 50% of the full course mark, the Principal must certify that the course has not been studied satisfactorily.

Candidates sitting for a Higher School Certificate (and therefore attempting 10 or more units) who do not study a course satisfactorily will have neither assessment nor examination marks reported for that course.

The purpose of the assessment procedure is to measure the relative achievement of individual students over the duration of the assessment period. Thus it is essential that the assessment be the student's own individual effort, not that of others. Therefore with designated assessment tasks which are home assignments and research tasks, students will be required to sign a statement that the work is, in fact, his or her own, otherwise a mark of zero may be recorded for the assignment. Further, students who lend their work for such purposes are jeopardising the marks they have gained.

D. COMPLETION OF ASSESSMENT TASKS AT SCHOOL

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher **no later than 2 days before the due date of the task**. They must use the **Application for Extension of Time form**. They must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend **ALL day** on days with scheduled assessment tasks.

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 with an 'N' warning notification that they are jeopardising their achievement of the HSC due to non-attendance in class and / or non completion of work missed due to absence.

Ongoing poor attendance at school, which results in non-completion of class work, which means that course outcomes are not being met, may result in the Principal expelling a student from the school, or the Principal may 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. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with Board of Studies, Teaching and Educational Standards requirements for the award of Higher School Certificate'.

Student Malpractice

Malpractice, or cheating, is dishonest behaviour by a student which gives them an unfair advantage over others. Cheating in assessment tasks, whether it be HSC related or not, is a serious offence. Galston High School and the Board of Studies, Teaching and Educational Standards (BOSTES) take cheating very seriously and have strict rules in place to deal with such matters. As a school, we actively discourage any student engaging in dishonest behaviour resulting in an unfair advantage. Detected malpractice will lead to a student being awarded a **ZERO** mark, the loss of one or more courses towards the HSC and damage to the student's ability to apply for entry to TAFE or university courses.

Details of any student malpractice in assessment tasks must be reported to the BOSTES where all information is recorded on the official Malpractice Register.

E. GENERAL PROVISIONS

1. Submission of Work

All work to be included as part of the assessment profile must be submitted with the official **GHS Submission of Assessment Material cover sheet** attached. The form is to be completed and the acknowledgement slip at the bottom of the form is to be signed by the teacher and returned to the student. Any penalty incurred is to be noted on both the submission slip and the student return slip. Any problems associated with the submission of work are to be referred to the Registrar and, if necessary, to the Assessment Committee. **The current Registrar is Mrs Andrus.**

Unless notified explicitly in the official assessment task notice for that particular task, all assessments tasks must be submitted by 8.40am on the due date, in written hard copy or electronic form, (as stated on the instructions in the assessment task notification) regardless of whether a timetabled lesson for that subject has been set on that day. Assessment tasks must be **personally delivered into the possession of the relevant teacher** (or delegate) at this time – **not left at staffrooms or in classrooms or anywhere else**. Students must submit the task themselves and remain in class for the entire lesson. Failure to adhere to any of the above necessitates the Illness/ Misadventure/ Application for Extension Appeal Process being accessed. It is important that students attend ALL DAY on days with scheduled assessment tasks. This includes arriving significantly late to school, effectively taking a morning off to prepare for a mid morning or afternoon assessment task. This will result in a zero mark for the task.

- 1.1. Written tasks are due by 8.40am on the due date unless an official absence has been obtained. Students must attend all lessons on the day the assessment is due.
- 1.2. Where a task requires an oral presentation, all students must be prepared to present the task on the due date, regardless of whether the oral presentations are completed in one lesson or a series of lessons.
- 1.3. A student cannot come on the day an Assessment task is due and claim that they cannot hand in, or complete, the task because:
 - the computer broke down
 - the printer won't work, or
 - other similar excuseand expect to be granted an extension.

The malfunction or unavailability of computing equipment cannot be used as a legitimate excuse for the late submission of work. To overcome possible problems, students are encouraged to:

- start assignments early;
- submission of draft copies to class teacher before the due date
- save their files to more than one source;
- make and keep printouts of their work during the process of completing the assignment as evidence of what they have completed;
- keep an up-to-date diary and/or log book (including problems experienced) as required by some subjects such as Design and Technology and Computing subjects;
- be prepared to use non-computing methods if all else fails.

2. Notice of Assessment Tasks

Classroom teachers will give students two weeks written notice of the timing and detail of assessment tasks. This is in addition to the Assessment Task Calendar issued at the beginning of the course by the Registrar.

3. Student Records

Accurate records will need to be maintained according to the subject's individual program for assessment. Each student should be aware of his/her progress, while privacy provisions are such that results for other students will not be published.

4. Reporting

Reporting on performance will be continuous. Formal reports will be issued by the School at the following intervals:

- Semester 1: Cumulative assessment tasks
- Semester 2: Cumulative assessment rank up to the time the report is written. This may or may not include all assessment tasks

F. THE APPEALS PROCESS

The Appeals Panel consists of the:

1. Assessment Registrar (Mrs Andrus)
2. Deputy Principal of the relevant year
3. Head Teacher of the KLA and / or Welfare / Administration.

The panel will consider the written information supplied by the appealing student and the Galston High School Assessment Policy.

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 judgements of the worth of a particular task.

Situations which may arise regarding tasks

1. Absence on the day of notification of an assessment task

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school.

2. Late arrival on the day of an assessment task

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a ZERO being given for the task.

3. At-home tasks

Unless otherwise stated by the teacher, tasks completed at home will be due no later than 8.40am on the designated day. Late work will receive a ZERO unless there is a valid reason (the appeal process will need to be undertaken to be awarded marks)

4. Absence on the day of a hand-in assessment task

Use Explanation of Absence Form

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school. This should be accompanied by the completed Explanation of Absence from an Assessment Task form.

If the absence is due to a medical condition that prevented them from completing the task, they must fill in the **Explanation of Absence from an Assessment Task form** and support this with a medical certificate. If the student is able to complete the task during their absence, the assessment task is to be submitted on the first day of their return to school, with the form attached to the front of the task, to the relevant KLA Head Teacher.

A student who **misses an assessment task** for medical reasons must have a Medical Certificate as documentation. This is to be attached to the **Explanation of Absence from an Assessment Task form or Illness/Misadventure form.**

If the student is **not able** to complete the task, due to the nature of their illness, they must submit the **Explanation of Absence from and Assessment Task form** and appropriate documentation to the KLA Head Teacher on their first day back at school and make arrangements in relation to the completion of the task.

5. Requesting leave of absence on the day of an in-class assessment task

Use Explanation of Absence from an Assessment Task form

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

6. Absence on the day of an in-class assessment task due to illness or other unforeseen circumstances - Use Explanation of Absence Form

A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must complete the Explanation of Absence from an Assessment Task form and submit this to the Head Teacher of the subject at the beginning of the first day of return to school.

In the case of a medical reason a student must have a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

On the day of return to school students should arrive ready to sit the task. If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a **ZERO**.

7. Illness/misadventure on the day of an assessment task

If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher prior to the task. Students may complete an Illness/Misadventure Appeal form and hand it to the KLA Head Teacher with the appropriate documentation. For medical reasons a student must have a Medical Certificate as 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

8. Work on assessment tasks in class time

Students are not permitted to miss class to complete assessment tasks and major works for other courses.

G. FORMAL EXAMINATION PROCESSES

Absence from formal examination tasks (Trial Examination)

Use Illness or Misadventure form

A student who misses an exam for any reason must fill in an Illness or Misadventure form. This is to be accompanied by a Medical Certificate to cover the day/s missed. If the reason was not medical, an explanation supported by appropriate documentation must be provided.

Procedure for Rescheduling Formal Examinations

1. The student/parent must contact the school to inform them that the student will not be doing the exam. Miss Petrulis is the contact person.
2. The student will contact the Miss Petrulis on the first day they are well/ available with the appropriate documentation (**Illness or Misadventure** form and a **Medical Certificate** (for illness) **OR other appropriate supporting documentation** (for a non-medical reason)
3. Miss Petrulis and Mrs Andrus will issue a rescheduled date and time based on the student's **next available free slot within their exam timetable**

Note:

- Exams will be rescheduled post the advertised date unless special permission is sought by the student from the relevant KLA Head Teacher to undertake a rescheduled exam prior to the advertised date
- A student who knows they will be absent from an exam due to a sporting, family or other reason must see the Miss Petrulis **prior** to the examination period.
- An **Illness or Misadventure** form must be submitted at the time a rescheduled exam is requested.
- **No appeals will be considered after the results of an exam have been distributed to students.**
- **Failure to follow these procedures may result in a ZERO being awarded for the exam.**
- **Students who re-schedule an exam may sit an alternate paper.**

H. OTHER ISSUES ASSOCIATED WITH ASSESSMENT

1. Querying the result of an assessment task

If on the return of an assessment task, a student needs clarification of an assessment result it is their responsibility to discuss their concern with the subject teacher or KLA HT at the time the assessment task is returned. If the matter cannot be resolved it can be referred to the Assessment Registrar. A teacher's professional judgement cannot be questioned.

If a student doesn't raise any issues with their examination paper immediately after it has been returned there is no recourse for a student to do so at a later date.

2. Dishonesty/malpractice

Proven dishonesty/malpractice may result in a **ZERO** award for the assessment task. Honest and ethical practice is

clearly outlined in the modules of work completed in the HSC: 'All My Own Work' program. These modules include aspects such as plagiarism, copying other student's work, giving other students your work, acknowledging sources, cheating and copyright.

Students found to have made any change to the responses or allocated mark will be considered to have engaged in malpractice and will receive a zero mark for the assessment task.

A breach of examination rules includes students who conceal notes on their person taken into an examination or any electronic devices as specified by the BOSTES such as mobile phones and watches of any description. Any student who is suspected of a breach of examination rules or malpractice will be thoroughly investigated by the appropriate invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate the school will report matters to the BOSTES for recording on the Malpractice Register.

3. Suspended students - Assessments

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

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

4. All assessment tasks must be attempted

Except in exceptional circumstances (e.g. long-term illness) all assessment tasks must be attempted. A minimum of **fifty per cent (50%) of assessments must be completed** to be eligible for the HSC. If this is not done, the student will be expected to sit tasks (over the 50%) but will receive **ZERO** for the task. The only exception to the rule is when a student has notified the school of a long term illness via the appropriate form found in the assessment booklet or under exceptional circumstances. An Illness/ Misadventure form would be lodged in this situation. 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. However it is expected all students will complete **ALL** assessment tasks as it is important for skill development and feedback.

5. 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, Teaching and Educational Standards 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, attendance at school and the completion of all set class work and homework must be completed satisfactorily.

6. DISABILITY PROVISIONS FOR ASSESSMENT TASKS

If a student is entitled to disability provisions for examination periods and assessment tasks, it is their responsibility to request these provisions for any in-class tasks prior to the set date of the task. Students must apply for approval of Disability Provisions via the HT Welfare where a form and appropriate medical documentation need to be provided. The School and Board of Studies, Teaching and Educational Standards may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. Reading the examination questions, and/or
2. Communicating his or her responses

It is the responsibility of the student to inform their teacher they wish to use their pre-approved Disability Provision **at least one week prior to the scheduled date of the task.**

I. PRESENTATION OF SCHOOL ASSESSMENT AND REVIEW PROCEDURES

The School will submit assessment marks for each student to the Board of Studies prior to the HSC Examination. The School will use these marks to determine an order of merit for students in each subject. After the final Higher School Certificate paper a card from the Board of Studies will be issued to each student detailing his/her position within the school group for each Board course presented. In line with Board of Studies' policy, students will not be told their actual assessment mark as determined by the School, nor will the order of merit lists produced by the School for each course be published.

Students will be able to request a review of their assessment ranking if they consider:-

- a) Their position in the school group for any Board course is not consistent with their expectations, based on their performance compared with other students.
 - b) The weightings specified by the school in the assessment program for the course do not conform to the Board's requirements.
 - c) The procedures used by the School for determining the final assessment mark do not conform to the stated assessment program. In particular, weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
 - d) There have been computational or other clerical errors in the determination of the assessment mark.
- Such a review will not involve a reconsideration of a teacher's judgment of the worth of any individual assessment task such as a test, assignment or project.

Any review will be conducted before the end of November. The review will be carried out by the School Assessment Committee which will have the power to co-opt additional members where necessary. Following the review, all students receiving an assessment review will be provided with the school's decisions and the reason for that decision.

Any request for a review of assessment ranking should be made in writing to the Principal with reasons clearly stated. This must be done immediately after the receipt of the card after the final Higher School Certificate.

J. WHAT IS MALPRACTICE?

All work submitted must be the student's own original work. Students should familiarise themselves with the Board of Studies website <http://amow.boardofstudies.nsw.edu.au/> which is designed to assist students develop ethical practices when using information for their Higher School Certificate studies.

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large contribution from another person, such as a parent/caregiver, coach or subject expert, that is not acknowledged
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

The examples above are generally referred to as plagiarism.

Plagiarism refers to using the language, ideas or work of others and representing them as your own. This may be done unintentionally through poor referencing technique or it may be done intentionally.

Consequences of malpractice

The consequences of proven malpractice can be quite serious. Depending on the circumstances of the case, ZERO marks may be awarded for the task, the task may not be certified by the school when submitted to the Board of Studies for external marking or the student may be deemed ineligible for the award of the HSC in that course.

Students have the responsibility to:

- familiarise themselves and comply with the assessment policies of the School and the Board of Studies
- complete all set tasks
- understand what malpractice is and avoid all acts which could be considered as malpractice
- seek assistance from appropriate sources when additional skills or information are required
- notify a teacher if a group member is not contributing fairly to the development of group work
- ensure that all sources of information are appropriately acknowledged
- follow up any issues with individual tasks at the time they are marked and returned

What is plagiarism?

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it will jeopardise your HSC exam results.

NOTE: It is important to have support from teachers, parents/caregivers and friends when you are working on your assessments, but you must not let them do your work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing the HSC.

NAME:

COURSE:

TEACHER:

CLASS:

ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER:

FACULTY:

DUE DATE: / /

GRADE:

ANNUAL WEIGHTING:

COMMENTS:

I declare the material submitted is all my own work.

Student Signature

GALSTON HIGH SCHOOL SUBMISSION OF ASSESSMENT MATERIAL

NAME:

COURSE:

TEACHER:

CLASS:

ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER:

FACULTY:

DUE DATE: / /

I have received the above mentioned assessment task/ material.

Teacher Signature

NAME: _____

COURSE: _____

TEACHER: _____

CLASS: _____

ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER: _____

FACULTY: _____

DUE DATE: / /

| | Student Name | Notice Received (Date/Student Signature) | Task Submitted (Date/Student Signature) | Task Returned (Date/Student Signature) |
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This form is to be submitted to the KLA Head Teacher at least two (2) school days prior to the due date

Student Name: **Year:** 10/11/ 12 **Task Due Date:**

Subject: **Class Teacher:**

Assessment task Description:

Reason for Application (please tick):

- Absent on the day assessment task will be due, as a result of illness (medical documentation required)
- Absent on the day assessment task will be due, as a result of exceptional circumstances
- Other school commitment on the day of an assessment task
- Other

Detail needs to be provided in relation to the request for an extension of time (to be completed by the student):

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.....

Attach appropriate documentation (please tick and complete relevant information)

- Evidence of work completed on task so far (soft or hard copy) Statutory Declaration
- Medical Certificate
- Supporting Letter from parent / care provider
- Other (please describe)

Student Signature:

Date:

Parent/Care Provider Signature:

Date:

KLA Head Teacher Recommendation:

- Upheld -
- New date for assessment task to be submitted / completed

KLA Head Teacher comments - (if applicable)

.....

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.....

.....

- Declined

KLA Head Teacher comments

.....

.....

.....

.....

Student Signature:

Date:

KLA Head Teacher Signature:

Date:

Sentral Entry - Data Record:

- Entry Number:
- Paper work uploaded: Yes / No

Student Name: **Year:** 10/11/12 **Task Due Date:**

Subject: **Class Teacher:**

Assessment task Description:
.....

Explanation for absence from task:

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Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Other (please describe)

Student Signature: **Date:**

Parent/Care Provider Signature: **Date:**

Panel Recommendation:

Panel consists of Principal, Deputy Principal, Assessment Registrar and Faculty Head Teacher

- Upheld
- Declined

Panel Comments:

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.....

Assessment Registrar Signature: **Date:**

HSC Deputy Principal Signature: **Date:**

Student Signature: **Date:**

Sentral Entry - Data Record:

- Entry Number:
- Paper work uploaded: Yes / No

Year 10/Preliminary/HSC Assessment Task Illness or Misadventure Appeal Form

This form is to be submitted to Mrs Andrus within one week of the students having the task returned to them.

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the **Assessment Registrar (Mrs Andrus)**.

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

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student

Student Name: **Year: 10/11/12 Task Due Date:**
Subject: **Class Teacher:**
Assessment task Description:

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task (to be completed by the student):

.....

.....

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Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Assessment task feedback form
- Assessment task marking criteria form
- Other (please describe)

Was the task completed? Yes No

Did you notify the KLA HT and / Assessment Registrar that you were submitting an Illness/Misadventure prior to or during the task? Yes No

If yes, then who?

Student Signature:

Parent/Care Provider Signature:

Date:

Panel Recommendation:

Panel consists of Principal, Deputy Principal, Assessment Registrar and Faculty Head Teacher

Upheld

Declined

Panel Comments:

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Assessment Registrar Signature:

Date:

KLA Head Teacher Signature:

Date:

HSC Deputy Principal Signature:

Date:

Student Signature:

Date:

Sentral Entry - Data Record:

Entry Number:

Paper work uploaded: Yes / No

SUBJECT ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS

| AGRICULTURE | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|---|-----------------------|---|---|--------------------------------|-----------------------------|--|
| HSC 2018 ASSESSMENT TASKS | | Sustainable Agriculture In class Ext Response | Mid-Course Test In Class exam style questions | Product Study Research Task | Trial HSC Examination | Elective in-class extended response |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 10 2017 | TERM 1 WEEK 8 2018 | TERM 2 WEEK 5 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 6 2018 |
| Plant / Animal Sustainable Production | 50% | 10% | 15% | | 25% | |
| Product Study | 30% | | | 25% | 5% | |
| Elective Study | 20% | | | | | 20% |
| TOTAL | 100% | 10% | 15% | 25% | 30% | 20% |

| ANCIENT HISTORY | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|---|--------------------|-----------------------------------|--------------------------|-----------------------------|---|
| HSC 2018 ASSESSMENT TASKS | | Core Vesuvius: Source Analysis | Sparta Task | Trial HSC Examination | Personality: Research Essay Question |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 1 WEEK 4 2018 | TERM 1 WEEK 8 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 3 2018 |
| Knowledge and understanding of course content | 40% | 5% | 5% | 25% | 5% |
| Source based skills | 20% | 5% | 5% | 5% | 5% |
| Historical inquiry and research | 20% | | 10% | | 10% |
| Communication of historical understanding in appropriate forms | 20% | 5% | 5% | 10% | |
| TOTAL | 100% | 15% | 25% | 40% | 20% |

| BIOLOGY | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|------------------------------|-----------------------|---------------------------|---------------------------|--------------------------|--|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Practical 1 | Test | Research Presentation | Trial HSC Examination | Option Test |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 10 2017 | TERM 1 WEEK 10 2018 | TERM 2 WEEK 6 2018 | TERM 2 Exam Period WEEK 9 / 10 2018 | TERM 3 WEEK 7 2018 |
| Maintaining a Balance | 25% | 15% | | | 10% | |
| Blueprint of Life | 25% | | 15% | | 10% | |
| Search for better Health | 25% | | | 15% | 10% | |
| Option | 25% | | | | | 25% |
| TOTAL | 100% | 15% | 15% | 15% | 30% | 25% |

| BUSINESS STUDIES | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|------------------------------|--------------------|-------------------------------|---------------------------|-----------------------------|--|
| HSC 2018 ASSESSMENT TASKS | | Operations Business Report | Finance In class test | Trial HSC Examination | Marketing Research Extended Response |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 1 WEEK 2 2018 | TERM 1 WEEK 10 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 3 2018 |
| Test Items | 50% | | 10% | 30% | 10% |
| Case Studies | 25% | | | 10% | 15% |
| Stimulus Based Skills | 25% | 15% | 10% | | |
| TOTAL | 100% | 15% | 20% | 40% | 25% |

| COMMUNITY AND FAMILY STUDIES | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|---|--------------------|--------------------------|--|------------------------------------|-------------------------------|------------------------------|
| HSC 2018 ASSESSMENT TASKS | | IRP and IRP plan | Virtual Baby & Report | Groups Written & Oral Presentation | Trial HSC Examination | Option Topic Research Report |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 1 WEEK 9 2018 | TERM 4 2017 and TERM 1 2018 TBA | TERM 2 WEEK 4 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 3 2018 |
| Research Methodology | 25% | 20% T1W9 | | | 5% | |
| Groups in Context | 25% | | | Oral 5% Written 15% | 5% | |
| Parenting and Caring | 25% | | 15% | | 10% | |
| Individuals and Work or Social impact of technology | 25% | | | | 5% | 20% |
| TOTAL | 100% | 25% | 15% | 20% | 25% | 20% |

| CHEMISTRY | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|------------------------------------|--------------------|--------------------------|--------------------------|--------------------------|-------------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Report | Examination | Practical | Trial HSC Examination | Research & Practical |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 8 2017 | TERM 1 WEEK 9 2018 | TERM 2 WEEK 6 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 7 2018 |
| Production of Materials | 25% | 10% | 5% | | 10% | |
| The Acidic Environment | 25% | | 5% | 10% | 10% | |
| Chemical Monitoring and Management | 25% | | | | 10% | 15% |
| Forensic Chemistry (Option) | 25% | | | | | 25% |
| TOTAL | 100% | 10% | 10% | 10% | 30% | 40% |

| DRAMA | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|---|-----------------------|---|---|-------------------------------|---------------------------------------|
| HSC 2018 ASSESSMENT TASKS | | Individual Project, Presentation and Logbook | Exam: In Class Performance Essays ACT/ Black Comedy | Trial HSC Written | Trial HSC Performance and Log Book |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 10 2017 | TERM 1 WEEK 10 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 4 2018 |
| Australian Contemporary Theatre Practice | 25% | | 15% Performance | 10% Written | |
| Studies in Drama and Theatre Black Comedy | 25% | | 15% Performance | 10% Written | |
| Development of Group Performance | 20% | | | | 20% Performance |
| Development of Individual Project | 30% | 20% Performance | | | 10% Performance |
| TOTAL | 100% | 20% | 30% | 20% | 30% |

| ENGINEERING STUDIES | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|--|-----------------------|------------------------------------|------------------------------------|----------------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Design, Building and testing | Engineering Report Transport | Trial HSC Written Examination | Research Task |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 8 2017 | TERM 1 WEEK 7 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 5 2018 |
| Knowledge and understanding of engineering principles and developments in technology | 50% | 10% | 10% | 30% | 5% |
| Skills in research, problem solving and communication related to engineering | 30% | 15% | 10% | | 5% |
| Understanding of the scope and role of engineering including management and problem solving | 20% | | | 10% | 10% |
| TOTAL | 100% | 25% | 20% | 40% | 20 % |

| ENGLISH STANDARD | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 | ASSESSMENT TASK 6 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------------------|-----------------------|
| HSC 2018 ASSESSMENT TASKS | | Creative writing | Writing / Essay | Speech | Listening | Trial HSC Written Examination | Visual Representation |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 6 2017 | TERM 4 WEEK 9 2017 | TERM 1 WEEK 7 2018 | TERM 2 WEEK 7 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 7 2018 |
| Area of Study: Discovery | 40% | 15% | 15% | | | 10% | |
| Module B: Close Study of Text | 20% | | | 15% | | 5% | |
| Module C: Texts and Society | 20% | | | | 15% | 5% | |
| Module A: Experience through Language | 20% | | | | | | 20% |
| TOTAL | 100% | 15% | 15% | 15% | 15% | 20% | 20% |
| Language Modes Assessed Across the Components | | | | | | | |
| Reading | 25% | 5% | 5% | | | 15% | |
| Writing | 30% | 10% | 10% | | | 10% | |
| Speaking | 15% | | | 15% | | | |
| Listening | 15% | | | | 15% | | |
| Viewing/ Representing | 15% | | | | | | 15% |
| SYLLABUS | 100% | 15% | 15% | 15% | 15% | 25% | 15% |

| ENGLISH STUDIES | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|--|--------------------|--------------------------------|--------------------|--------------------|--------------------------|-------------------------------|
| HSC 2018 ASSESSMENT TASKS | | PowerPoint Presentation Speech | Report | Interview | Portfolio and Reflection | Trial HSC Written Examination |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 9 2017 | TERM 1 WEEK 9 2018 | TERM 2 WEEK 7 2018 | TERM 3 WEEK 7 2018 | TERM 2 WEEK 9 / 10 2018 |
| Core: We Are Australians: English in Citizenship, Community and Cultural Identity. | 25% | 20% | | | 5% | |
| Module A: In the Market Place: English in the world of Business | 25% | | 20% | | 5% | |
| Module B: The way we were: English for exploring our past | 25% | | | 20% | 5% | |
| Module C: Playing the Game: English and Sport | 25% | | | | | 25% |
| TOTAL | 100% | 20% | 20% | 20% | 15% | 25% |
| Language Modes Assessed Across the Components | | | | | | |
| Component 1 | 25% | 5% | 5% | 5% | 10% | |
| Component 2 | 35% | 10% | 10% | 10% | | 5% |
| Component 3 | 25% | 5% | 5% | 5% | 5% | 5% |
| Component 4 | 15% | | 10% | | | 5% |
| Total | 100% | 20% | 30% | 20% | 15% | 15% |

| ENGLISH ADVANCED | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 | ASSESSMENT TASK 6 |
|---|--------------------|--------------------|--------------------|--------------------|-----------------------|-------------------------------|--------------------|
| HSC 2018 ASSESSMENT TASKS | | Creative writing | Writing / Essay | Listening | Visual Representation | Trial HSC Written Examination | Speech |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 6 2017 | TERM 4 WEEK 9 2017 | TERM 1 WEEK 7 2018 | TERM 2 WEEK 7 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 7 2018 |
| Area of Study: Discovery | 40% | 15% | 15% | | | 10% | |
| Module A: Comparative Study | 20% | | | 15% | | 5% | |
| Module B: Critical Study | 20% | | | | 15% | 5% | |
| Module C: Representation and Text | 20% | | | | | | 20% |
| TOTAL | 100% | 15% | 15% | 15% | 15% | 20% | 20% |
| Language Modes Assessed Across the Components | | | | | | | |
| Reading | 25% | 5% | 5% | | | 15% | |
| Writing | 30% | 10% | 10% | | | 10% | |
| Speaking | 15% | | | | | | 15% |
| Listening | 15% | | | 15% | | | |
| Viewing/ Representing | 15% | | | | 15% | | |
| SYLLABUS | 100% | 15% | 15% | 15% | 15% | 25% | 15% |

| ENGLISH EXTENSION 1 | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|---|--------------------|----------------------------|--------------------------------|-----------------------|--------------------|
| HSC 2018 ASSESSMENT TASKS | | Mind Maps and Presentation | Creative and Critical Response | Trial HSC Examination | Writing Portfolio |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 1 WEEK 5 2018 | TERM 1 WEEK 10 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 6 2018 |
| Knowledge and understanding of complex texts and of how and why they are valued. | 25% | 5% | 5% | 10% | 5% |
| Skills in: Complex analysis Sustained composition Independent investigation. | 25% | 5% | 5% | 5% | 10% |
| TOTAL | 50% | 10% | 10% | 15% | 15% |

| ENGLISH EXTENSION 2 | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 |
|------------------------------|--------------------|--------------------------|--------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Viva Voce | Report | Draft |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 6 2017 | TERM 1 WEEK 7 2018 | TERM 2 WEEK 5 2018 |
| Objective 1 | 25% | 5% | 10% | 10% |
| Objective 2 | 25% | 5% | 5% | 15% |
| TOTAL | 50% | 10% | 15% | 25% |

| FOOD TECHNOLOGY | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|---------------------------------------|--------------------|---|----------------------------|--|----------------------------------|---|
| HSC 2017 ASSESSMENT TASKS | | AFI / Food Manufacture Case Study | Half Yearly Examination | Food Product Development Report and Practical | Trial HSC Written Examination | Nutrition Research Report and Practical |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 - WEEK 9 2017 Progress TERM 1 - WEEK 4 2018 Final | TERM 1 WEEK 9 2018 | TERM 2 WEEK 5 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 2 2018 |
| Knowledge and understanding | 20% | | 10% | | 10% | |
| Research, Analysis and Communication | 30% | 20% | | | 5% | 5% |
| Experimentation and Preparation | 30% | 5% | | 20% | | 5% |
| Design, Implementation and Evaluation | 20% | | 5% | | 5% | 10% |
| TOTAL | 100% | 25% | 15% | 20% | 20% | 20% |

| HISTORY EXTENSION | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|------------------------------|--------------------|---------------------------|---------------------------|--------------------------|-------------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Project Proposal | Mid Course Examination | Project Draft | Trial HSC Written Examination | History Project |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 10 2017 | TERM 1 WEEK 10 2018 | TERM 2 WEEK 1 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 2 2018 |
| History Project | 80% | 10% | | 10% | | 60% |
| What is History? | 20% | | 10% | | 10% | |
| TOTAL | 100% | 10% | 10% | 10% | 10% | 60% |

| INDUSTRIAL TECHNOLOGY | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|--|--------------------|--------------------------|------------------------------------|-----------------------------------|-------------------------------|-----------------------------------|
| HSC 2018 ASSESSMENT TASKS | | Project Planning | Industry Focus Written Examination | Project Management and Production | Trial HSC Written Examination | Project Production and Evaluation |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 6 2017 | TERM 1 WEEK 6 2018 | TERM 2 WEEK 2 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 1 2018 |
| Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry | 40% | | 10% | 5% | 25% | |
| Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | 60% | 10% | | 20% | | 30% |
| TOTAL | 100% | 10% | 10% | 25% | 25% | 30% |

| MATHEMATICS 2 UNIT | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|------------------------------|--------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Test | Examination | Examination | Trial HSC Examination | Examination |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 7 2017 | TERM 1 WEEK 6 2018 | TERM 2 WEEK 2 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 5 2018 |
| Concepts and Skills | 50% | 7.5% | 10% | 10% | 15% | 7.5% |
| Reasoning and Communication | 50% | 7.5% | 10% | 10% | 15% | 7.5% |
| TOTAL | 100% | 15% | 20% | 20% | 30% | 15% |

| MATHEMATICS GENERAL PATHWAY 2-ATAR | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|---|--------------------|--------------------------|--------------------------|--------------------------|-------------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Examination | Assignment | Examination | Trial HSC Written Examination | Examination |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 6 2017 | TERM 1 WEEK 3 2018 | TERM 2 WEEK 3 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 5 2018 |
| Concepts and Skills | 50% | 7.5% | 12.5% | 7.5% | 15% | 7.5% |
| Reasoning and Communication | 50% | 7.5% | 12.5% | 7.5% | 15% | 7.5% |
| TOTAL | 100% | 15% | 25% | 15% | 30% | 15% |

| MATHEMATICS EXTENSION 1 | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|------------------------------------|-----------------------|---------------------------|--------------------------|--------------------------|----------------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Examination | Examination | Assignment | Trial HSC Written Examination | Examination |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 10 2017 | TERM 1 WEEK 8 2018 | TERM 2 WEEK 4 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 6 2018 |
| Knowledge Skills | 50% | 7.5% | 10% | 7.5% | 15% | 10% |
| Applications | 50% | 7.5% | 10% | 7.5% | 15% | 10% |
| TOTAL | 100% | 15% | 20% | 15% | 30% | 20% |

| MODERN HISTORY | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|--|-----------------------|------------------------------|--|----------------------------------|--|
| HSC 2018 ASSESSMENT TASKS | | Core WW1: Source Analysis | Personality: Historical Inquiry/ Research Task Essay | Trial HSC Written Examination | Conflict in Europe Research Task Essay |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 1 WEEK 2 2018 | TERM 2 WEEK 5 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 6 2018 |
| Knowledge and understanding of course content | 40% | 5% | 10% | 15% | 10% |
| Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 20% | 10% | | 10% | |
| Historical inquiry and research | 20% | | 15% | | 5% |
| Communication of historical understanding in appropriate forms | 20% | | | 15% | 5% |
| TOTAL | 100% | 15% | 25% | 40% | 20% |

| MUSIC 1 | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|------------------------------|-----------------------|-----------------------------------|---------------------------|----------------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Composition and Aural Analysis | Performance and Viva | Trial HSC Written Examination | Electives 2 and 3 |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 7 2017 | TERM 1 WEEK 10 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 3 2018 |
| Performance Core | 10% | | 10% | | |
| Composition Core | 10% | 10% | | | |
| Musicology Core | 10% | | 10% | | |
| Aural Core | 25% | 10% | | 15% | |
| Elective 1 | 15% | | | 15% | |
| Elective 2 | 15% | | | | 15% |
| Elective 3 | 15% | | | | 15% |
| TOTAL | 100% | 20% | 20% | 30% | 30% |

| PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION | | TASK 1 | TASK 2 | TASK 3 | TASK 4 |
|--|-----------------------|---|--|-------------------------------|---|
| 2018 HSC ASSESSMENT | | Sports Medicine | Health Priorities | Trial HSC | Performance Factors |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 9 2017 Research task | TERM 1 WEEK 10 2018 In class task | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 5 2018 In Class Task |
| Knowledge and understanding of: Factors that affect health The way the body moves | 40% | 10% | 10% | 10% | 10% |
| Skills in: Influencing personal and community health Taking action to improve participation and performance in physical activity | 30% | 5% | 5% | 10% | 10% |
| Skills in critical thinking, research and analysis | 30% | 5% | 10% | 10% | 5% |
| TOTAL | 100% | 20% | 25% | 30% | 25% |

| PHYSICS | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|------------------------------|--------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--|
| HSC 2018 ASSESSMENT TASKS | | Laboratory Report | Mid Course Examination | Model Making | Trial HSC Examination | Research Portfolio |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 5 2018 | TERM 1 WEEK 9 2018 | TERM 2 WEEK 1 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 1 (PART 1) WEEK 4 (PART 2) 2018 |
| Space | 25% | 10% | | 5% | 10% | |
| Motors and Generators | 25% | | 10% | 5% | 10% | |
| Ideas to Implementation | 25% | | | | 10% | 15% |
| Option: Astrophysics | 25% | | | | | 25% |
| TOTAL | 100% | 10% | 10% | 10% | 30% | 40% |

| SENIOR SCIENCE | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|------------------------------|--------------------|---------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Practical | Mid Course Examination | Presentation | Trial HSC Examination | Practical & Research |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 10 2017 | TERM 1 WEEK 9 2018 | TERM 2 WEEK 5 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 6 2018 |
| Lifestyle Chemistry | 25% | 10% | 5% | | 10% | |
| Information Systems | 25% | | 15% | | 10% | |
| Medical Technology: Bionics | 25% | | | 15% | 10% | |
| Option | 25% | | | | | 25% |
| TOTAL | 100% | 10% | 20% | 15% | 30% | 25% |

| SOCIETY AND CULTURE | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|--|--------------------|---------------------------|--------------------------|-----------------------------|---|
| HSC 2018 ASSESSMENT TASKS | | Core and Research Methods | Research | Trial HSC Examination | Social Inclusion and Exclusion: Open Book In Class |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 1 WEEK 2 2018 | TERM 1 WEEK 8 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 6 2018 |
| Knowledge and understanding | 50% | 10% | 10% | 20% | 10% |
| Application and Evaluation of Social and Cultural Research Methodologies | 30% | 5% | 10% | 10% | 5% |
| Communication of information, ideas and issues in appropriate forms | 20% | 5% | 5% | 5% | 5% |
| TOTAL | 100% | 20% | 25% | 35% | 20% |

| SOFTWARE DESIGN & DEVELOPMENT | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 | ASSESSMENT TASK 5 |
|--|--------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| HSC 2018 ASSESSMENT TASKS | | Test | Case Study | Project Initial Stage | Trial HSC Examination | Project Final Stage |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 WEEK 8 2017 | TERM 1 WEEK 4 2018 | TERM 2 WEEK 2 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 5 2018 |
| Knowledge and understanding of development and impact of software solutions and Software Development Cycle | 20% | 5% | 5% | | 10% | |
| Design and Development of Software | 35% | 10% | | 5% | 10% | 10% |
| Project Management, documentation and team work | 20% | | 5% | 5% | 5% | 5% |
| Project | 25% | | | 10% | | 15% |
| TOTAL | 100% | 15% | 10% | 20% | 25% | 30% |

| SPORTS, LIFESTYLE AND RECREATION | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|----------------------------------|--------------------|---|--------------------------|-------------------------------|------------------------------|
| HSC 2018 ASSESSMENT TASKS | | Gymnastics | Outdoor Recreation | Trials | Sports Coaching and Training |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 4 - WEEK 9 2017 TERM 4 - WEEK 10 2017 | TERM 1 WEEK 6 2018 | TERM 2 WEEK 9 / 10 2018 | TERM 3 WEEK 5 2018 |
| Knowledge and understanding | 50% | 10% | 10% | 20% | 10% |
| Skills | 50% | 10% | 15% | 10% | 15% |
| TOTAL | 100% | 20% | 25% | 30% | 25% |

| VISUAL ARTS | | ASSESSMENT TASK 1 | ASSESSMENT TASK 2 | ASSESSMENT TASK 3 | ASSESSMENT TASK 4 |
|------------------------------|--------------------|--------------------------|--------------------------|-------------------------------|-----------------------------|
| HSC 2017 ASSESSMENT TASKS | | Mid Course Examination | Body of Work Progress | Trial HSC Written Examination | Body of Work Final Progress |
| COMPONENTS / TOPICS | SYLLABUS WEIGHTING | TERM 1 WEEK 9 2018 | TERM 2 WEEK 2 2018 | TERM 2 WEEK 9/10 2018 | TERM 3 WEEK 5 2018 |
| Art Studying | 50% | 25% | | 25% | |
| Art Making | 50% | | 25% | | 25% |
| TOTAL | 100% | 25% | 25% | 25% | 25% |

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical task to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

2. Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses e.g., Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the ATAR.

As with all HSC courses, Board of Studies (BOS) procedures apply to all VET Courses. (Refer to school BOS procedures)

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by BOS separately.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded.

No Assessment mark for VET Courses is required by the BOS. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3. Work placement

Work-placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace
- Holistic unit (Hospitality)-12 SERVICE PERIODS

Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired on the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies.

A student may apply to use their paid part-time work to satisfy some or all of the mandatory work placement hours, by following the recognition and prior learning guidelines

4. Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to School Assessment Booklet.

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. Refer to School Assessment Booklet.

School Name: Galston High School
 COURSE: HSC Hospitality - Kitchen Operations

Student Competency Assessment Schedule
 2018

| Assessment Events for Certificate II Kitchen Operations SIT20416 | | Cluster D | Cluster E | Cluster F | | |
|---|---|--------------------------|--------------------------|-----------------------------------|------------------------------------|------------------------------------|
| | | Food Glorious Food | Working in Industry | Cooking in the Commercial Kitchen | Half Year Examination | Trial Examination |
| | | Week: 8 Term: 4, 2017 | Week: 6 Term: 1, 2018 | Week: 4 Term: 3, 2018 | Week: 7 Term: 1 2018 | Week: 9-10 Term: 2, 2018 |
| Code | Unit of Competency | | | | HSC Examinable Units of Competency | HSC Examinable Units of Competency |
| SITHCCC003 | Prepare and present sandwiches | X | | | | |
| SITHCCC006 | Produce appetisers and salads | X | | | | |
| BSBWOR203 | Work effectively with others | | X | | | |
| SITHIND002 | Source and use information on the hospitality industry | | X | | | |
| BSBSUS201 | Participate in environmentally sustainable work practices | | X | | | |
| SITHCCC205 | Prepare dishes using basic methods of cookery | | | X | | |
| SITHCCC011 | Use cookery skills effectively | | | X | | |

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20312 or a Certificate II in Kitchen Operations SIT20312.

Schools will schedule examination in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

School Name: Galston High School
 COURSE: HSC Construction

Student Competency Assessment Schedule
 2018

| Assessment Tasks for Certificate II Construction Pathways CPC20211 | | Cluster D | Cluster E | Cluster F | |
|---|--|--------------------------|--------------------------|-----------------------------------|-----------------------------|
| | | Formwork | Level a simple slab | Assemble for off-site manufacture | Trial Examination |
| | | Week: 9 Term: 4, 2017 | Week: 5 Term: 1, 2018 | Week: 5 Term: 2, 2018 | Week: 9-10 Term: 2, 2017 |
| Code | Unit of Competency | | | | |
| CPCCCA2003A | Erect and dismantle formwork for footings | X | | | |
| CPCCCA2011A | Handle carpentry materials | X | | | |
| CPCCCM2006B | Apply basic levelling procedures | | X | | |
| CPCCC02013A | Carry out concreting to simple forms | | X | | |
| CPCCCM2005B | Use construction tools and equipment | | X | | |
| CPCCJN2001A | Assemble components | | | X | |
| CPCCJN2002B | Prepare for off-site manufacturing process | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II construction Pathways CPC20211.

Schools will schedule examination in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

| WK | TERM 4 - 2017 | TERM 1 - 2018 | TERM 2 - 2018 | TERM 3 - 2018 |
|----|---|--|--|--|
| 1 | ASSESSMENT BOOKLET DISTRIBUTED | | <ul style="list-style-type: none"> History Ext-Project draft Physics - model making | <ul style="list-style-type: none"> IT-product & evaluation Physics - portfolio (part 1) |
| 2 | | <ul style="list-style-type: none"> Bus St - research task Mod Hist - source analysis Soc & Cul-research methods | <ul style="list-style-type: none"> IT-plan & product Maths 2U - Exam SDD - Project (initial) Visual Arts-body of work | <ul style="list-style-type: none"> History Ext-Final project Food Tech-prac and report |
| 3 | | <ul style="list-style-type: none"> Maths Gen P2 - assignment | <ul style="list-style-type: none"> Maths Gen 2 - exam | <ul style="list-style-type: none"> Ancient Hist - essay Bus St - research CAFS - research Music 1- research HSC S&C - Pip (TBC) |
| 4 | | <ul style="list-style-type: none"> Ancient Hist-source analysis Food Tech - research (P2) SDD - Case Study | <ul style="list-style-type: none"> CAFS-written/oral Maths Ext 1 - assignment | <ul style="list-style-type: none"> Drama-performance/logbook Physics-portfolio (part 2) VET Hospitality-Cluster F HSC English Ext 2 Project (TBC) HSC Industrial Technology Major Work (TBC) |
| 5 | <ul style="list-style-type: none"> Physics - report | <ul style="list-style-type: none"> English Ext 1-mind map/presentation VET-Construction Cluster E | <ul style="list-style-type: none"> Ag-research task English Ext 2 - Draft Food Tech - Prac report Modern History-research Snr Science-prac VET Construction Cluster F | <ul style="list-style-type: none"> Eng St - research Engineering Studies - research Maths 2U - exam Maths Gen P2 - exam PDHPE-written in class task SDD-Project (final) SLR-Task Visual Arts-body of work HSC Visual Arts Major Project (TBC) |
| 6 | <ul style="list-style-type: none"> English Adv - written English Ext 2 - Viva Voce English Stand - written IT-plan Maths Gen P2-exam | <ul style="list-style-type: none"> IT - exam Maths 2Unit - exam SLR - Task 2 VET-Hospitality Cluster E | <ul style="list-style-type: none"> Biology - research Chemistry - prac PDHPE - research | <ul style="list-style-type: none"> Ag-written class task English Ext 1-writing portfolio Maths Ext 1-exam Modern History Essay Snr Science-prac/research Soc& Cul - in class task HSC Drama performance (TBC) |
| 7 | <ul style="list-style-type: none"> Maths 2U-exam Music 1 - Viva Voce | <ul style="list-style-type: none"> Engineering St-report English Adv - listening English Ext 2-report English Stand - speech VET-Hospitality - Exam | <ul style="list-style-type: none"> English Adv - visual representation English Stand-listening English Studies - interview <p>Excursion free (unless approved at exec meeting)</p> | <ul style="list-style-type: none"> Biology - exam Chemistry-research/prac English Adv - speech English Stand - Visual representation English Studies-portfolio/reflection HSC Drama performance (TBC) HSC Music performance (TBC) |
| 8 | <ul style="list-style-type: none"> Chemistry - report Eng St - build/exam SDD - examination VET-Hospitality Cluster D | <ul style="list-style-type: none"> Ag-exam Ancient Hist-research task Maths Ext 1 - exam Soc & Cult-research | <p>Assessment and excursion free (unless approved at exec meeting)</p> | <p>BOS marks due to HT Administration</p> <ul style="list-style-type: none"> HSC Music performance (TBC) |
| 9 | <ul style="list-style-type: none"> English Adv - written English Stand - written English St - p/point pres and speech Food Technology-Case Study Part 1 PDHPE - research VET Construction - Cluster D SLR Task 1 (Fri) <p>Presentation Night and Orientation day Week NO ASSESSMENTS ON WEDNESDAY</p> | <ul style="list-style-type: none"> CAFS-IRP Chemistry - examination English Studies-report Food Tech-examination Physics - examination Snr Science-prac Visual Arts-examination | <p>TRIAL HSC</p> <ul style="list-style-type: none"> Agriculture Ancient History Biology Business Studies CAFS Chemistry Drama Engineering Studies English Advanced English Extension 1 English Standard English Studies Food Technology History Extension Industrial Technology Math Gen pathway 2 Maths - 2 Unit Maths Extension 1 & 2 Modern History Music 1 PDHPE Physics SDD Senior Science SLR Society and Culture VET - Hospitality Visual Arts | |
| 10 | <ul style="list-style-type: none"> Ag - written task Biology - Prac 1 Drama - project and logbook Food Technology-Case Study Part 1 History Ext - proposal Maths Ext 1 - examination Snr Science - prac SLR Task 1 (Mon) | <ul style="list-style-type: none"> Bus St - examination Drama - exam English Ext 1 - creative/critical response History Ext - exam Music 1 - Viva + performance exam PDHPE - in class task Biology - exam | | |