

NAGLE COLLEGE



Year 12
2016 – 2017

**HIGHER SCHOOL CERTIFICATE
ASSESSMENT INFORMATION
HANDBOOK**

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Nagle College is under the patronage of Nano Nagle who founded the congregation of the Presentation Sisters. Our College continues the educational emphasis which Nano Nagle initiated when she taught in Ireland. Her educational goal, based on her commitment to Jesus' message of love, was for each child to be Christian, literate and practical, so that the world may be transformed for the better by them. Like Nano's goal, we too wish to support the Nagle students in developing their gifts and talents so that they can take their places in the world with confidence.

The focus of this booklet is to ensure that all Year 12 students have a clear understanding of their responsibilities as candidates for the Higher School Certificate. It is crucial that all parents become familiar with the requirements for the award of the HSC so that they may continue to support their daughters through this important year. Please be assured of our ongoing commitment to our Year 12 students as they move through the final year of their secondary education.

God Bless,

Mrs Delma Horan
Principal

STAFF LIST 2016 - 17

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SPECIAL RESOURCE TEACHERS	
English as a Second Language (ESL)	Mrs Ros Elliott
Teacher in charge of library	Mr Ernesto Gutierrez
Careers Advisors	Mrs Marie Etherington & Mrs Karen Vasarelli
College Counsellor	Mrs Rebecca Gorbach
Diversity	Mrs Cheryl Godfrey

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HSC COURSE REQUIREMENTS

Assessment Marks

The assessment marks determined by the College for each course are intended to indicate students' achievements at the end of the HSC Course. The assessment marks are based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than may be measured by the external examination, although all the objectives measured by the examination must be covered and
- multiple measures and observations made throughout the course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination, thus increasing the accuracy of the final assessment of each student's achievement. Some knowledge and skills outcomes are better assessed in specific settings (e.g. research, fieldwork or practical skills) and these allow students to demonstrate their achievements through a variety of assessment tasks.

The assessment marks determined by the College will reflect the knowledge and skills objectives of the course and the related outcomes.

HSC Course Assessment

Assessment in the HSC course will involve a variety of activities. Some activities will be nominated as formal assessment tasks; others will be informal tasks. These tasks will provide a broad view of student achievement in the individual courses. Syllabus outcomes other than those measured in examinations may be assessed.

Students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where internal assessment marks are submitted.

BOSTES REQUIREMENTS

BOSTES requires schools to provide an assessment mark for each student in each of the courses studied. The marks are derived from formal assessment tasks which are set in accordance with the College assessment programme for each course.

Schools are required to:

- specify various assessment tasks and allocate marks to each task;
- provide a schedule of tasks throughout the course;
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks; and

- conduct appropriate reviews of the administration of assessment.

PROCEDURES

This section outlines the procedures established at Nagle College.

Notification of Assessment Tasks

1. All tasks are listed in the individual course assessment schedules. These schedules contain details of tasks, due dates, components and weightings.
2. An assessment calendar of all HSC tasks will be provided to students. As soon as this is issued, students are encouraged to record the dates in their diaries.
3. A detailed notification of the requirements for each task will be provided in class, in writing, **at least 2 weeks prior to the date for completion or submission**. This notification will include:
 - the topic;
 - the outcomes to be assessed;
 - the number of the task, the marks allocated, percentage weighting of the task and the date for submission or completion;
 - task description; and
 - marking criteria.
4. KLA Co-ordinators reserve the right, given adequate consultation with the Leader of Teaching and Learning, to change details (such as due date or outcomes) contained in this booklet. Students will, however, be given written notice of such changes **at least two weeks before the task is due**.
5. Each student will be given feedback on her achievement in each task. Should there be concerns about the allocated marks or ranks, **students must discuss the matter immediately with the class teacher in the first instance**.

SUBMISSION OF TASKS

Prepared tasks – assignments, research tasks, major works

- All such tasks must be submitted **NO LATER THAN 8.45 am on the morning** that the task is due, electronically via Turnitin, unless other arrangements have been discussed with the KLA Co-ordinator.
- When a task is submitted **after 8.45 am**, it will be **considered late**. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.
- The penalties for late submission of tasks are as follows:
 - For the first day that a task is late, 25% of the marks awarded for the task will be deducted.
 - On the second day that the task is late, 50% of the marks awarded for the task will be deducted.
 - On the third day that a task is late, the task will receive a mark of zero.
- If a student is absent from school the day before a task is due, and does not provide a medical certificate or other applicable documentation, 25% of the marks awarded for the task will be deducted.
- It is the student's responsibility to ensure that the hard copy of a task is securely stapled and clearly labelled. It is also the student's responsibility to ensure that she signs the submission roll if she submits a hard copy of a task. Should a task be misplaced, this roll will be evidence that the task has been submitted. **A copy of written tasks should always be kept by the student.**
- When students use technology in the preparation of tasks, they must remember that a breakdown of that technology is always possible. Appropriate time management skills should be employed when completing tasks so that, if the computer or printer fails, there will still be time to complete the task.
- In the case of tasks submitted on a USB, hard copies should be kept both during and at the end of the task preparation period. Backing up work is an important part of a student's learning. Consideration will not be given for faulty technology.

In-class tasks: tests, prepared essays, examinations

Students must ensure that they have the appropriate equipment for each task. The required equipment will be published on the Assessment Task Notification and in the assessment task description.

Normal examination conditions will apply to all in-class tasks unless stated prior to the task.

Failure to Submit a Task or Attend a Task

If a student does not complete an assessment task specified in the assessment program after three days, and does not have an acceptable reason, she **will receive zero for that task**.

What to do if Absent from School When an Assessment is Scheduled

If a student is absent on the day of an in-class assessment or examination, a **parent must phone the College** and inform us of the student's illness and/or inability to attend the set task. Please ask for this information to be passed on to the relevant teacher/Co-ordinator and the Leader of Teaching and Learning. The student must complete an Illness/Misadventure Form and attach the necessary documentation (medical certificate, funeral notice, court notice, etc) to explain the absence, along with a written explanation from a parent/guardian. The Illness/Misadventure Form and documentation must be submitted to the Leader of Teaching and Learning **no later than 3 days** from the date of the student's return.

It is the role of the Leader of Teaching and Learning, in consultation with the KLA Co-ordinator and the Year 12 Co-ordinator, to consider the application and to make any recommendations to the Principal.

If a student is absent on the day of a hand-in assessment, and is unable to submit via Turnitin, **it is the student's responsibility to delegate a person (e.g. parent/guardian) to submit the task on her behalf, if possible.**

If the task cannot be delivered to the College, it should be emailed to the Leader of Teaching and Learning at dreavey@parra.catholic.edu.au

In cases where it is impossible for the task to be submitted on the due date, it must be handed to the Leader of Teaching and Learning **before school on the first day that the student returns to school.**

Where there is no valid reason for not completing an assessment task or failure to follow correct procedures, a zero mark must be recorded for that task. In this situation a **warning letter from the College will be sent to parents.**

NOTE: A student always retains the right to appeal.

Please note:

- An Illness/Misadventure Form for non-submissions should be completed, whatever the reason.
- Missing or failing to submit an assessment task will only be justified if the reason is deemed sufficiently serious. This would generally **not** include forgetting to bring a task nor would it include a known absence where an alternative arrangement was not made.
- **Handing in an Illness/Misadventure Form is not a guarantee that you will get it approved.**
- Illness would have to be serious enough to affect your ability to do the assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which you had substantial time to complete the task but left it until the last minute.
- Illness must be substantiated by a medical certificate. The certificate must clearly state why the task could not be attempted. A simple statement that the student was not able to come to school is not sufficient. Where there is a pattern of recurring illness affecting submission of assessment tasks, the school will require a doctor's certificate.
- The following cases are examples where absence from an assessment task would **not** generally be acceptable: dental appointments, holidays or sporting events.
- In cases where there are extenuating circumstances and the school is notified well before the due date of the task, approval may be granted to complete the task or a substitute task at an alternative time/date.

In exceptional circumstances, for example where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal could authorise the use of an estimate based on other appropriate evidence.

Requirements for Principals to warn students

BOSTES has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed course in which they are enrolled in accordance with the requirements issued by the Board.

The principal will determine if there is sufficient evidence that each student has applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If it appears that a student is at risk of not meeting the assessment requirements in a course, a warning must be given. The Principal must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an “N” determination;
- advise the parent or guardian in writing;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain a copy of the warning notice and other relevant documentation.

‘N’ Determination

Students who have still not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the ‘N’ determination. In such cases the subject will not appear on a student’s transcript of study.

In addition, the principal may determine that, as a result of absence, the course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student’s absence to the non-completion of the course requirements.

If a student is to be given an ‘N’ determination, the Principal must submit the ‘N’ determination and advise the student of the determination, its consequences and the student’s right to a College review and subsequent appeal to the Board of Studies, Teaching and Educational Standards using the form supplied by the Board. A student seeking a review of an ‘N’ determination must apply to the Principal in writing.

ASSESSMENT TASK RESULTS

The marking of assessment tasks is carefully undertaken using the marking criteria given to the students. Students will receive meaningful feedback on all assessment tasks generally within two weeks depending on the size of the group.

When a task is returned, the student should check the mark. It is important that the addition of marks is checked carefully.

Marked assessment tasks will provide students with a variety of meaningful feedback for improving their work. Students will receive a mark and/or written feedback for every completed task.

STUDENT QUERY ABOUT RESULTS

If a student has a query about an assessment mark for an individual task, she should speak to the relevant KLA Co-ordinator after first consulting the teacher of the course. This query must occur at the time that the task is returned.

Appealing a decision

The College Assessment Review Panel consists of the Assistant Principal, Leader of Teaching and Learning, Year 12 Co-ordinator and KLA Co-ordinator. The written appeal is considered and a recommendation is made to the Principal.

Students wishing to appeal the issuing of a warning letter must submit a **written appeal**, together with evidence and signed by parents, to the Leader of Teaching and Learning **for review within 3 days of receiving the letter**. The decision will be considered by the College Assessment Review Panel.

The recommendation may be:

- an extension of time granted;
- an alternative task;
- an approved assessed mark determined;
- a late penalty or
- a zero mark.

AWARD OF A ZERO MARK

A zero mark may be awarded under the following circumstances:

Failure to follow procedure

Failure to follow the procedures outlined above (including the failure to provide the appropriate documentation) may result in the award of a zero mark.

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the

assessment process constitutes malpractice. Malpractice in any form, including plagiarism, is unacceptable.

Malpractice includes practices such as taking notes into examinations, attempting to gain access to notes during examinations, copying another student's work, allowing another student to copy your work and attempting to gain unfair advantage.

Allegations of malpractice will be treated seriously and detected malpractice will limit a student's marks and jeopardise her HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. If an allegation of malpractice is proven, students will receive no credit for the task. A warning letter will be issued and the student will be required to repeat the task. However, a zero will be recorded for the task in the faculty mark book.

Unfair Advantage

If a student absents herself from a class prior to the completion of a task or is away from school prior to a task without a satisfactory reason and medical certificate, a student may be deemed to have gained an unfair advantage. A zero may be awarded.

Non-serious Attempt

If a student attempts a particular task and scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Warning to students

The awarding of a zero mark may affect the student's ability to receive the HSC. Students and parents/guardians will be notified by letter in the event of the award of a zero. The student will be provided with details for completion/submission of task(s).

Cancellation or Replacement of Tasks

The policy of the BOSTES is that assessment tasks must accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements (i.e. produces invalid or unreliable results), the Principal reserves the right to amend the weighting of the task or order a new task to be set.

Appeals Regarding Rank

At the end of the Higher School Certificate course, students may ask the school for their rank order in each course that you studied based on school assessments. If a student believes that her rank in any course is not correct, she may apply to the College Principal for a review.

Further details about reviews and appeals are on the assessment appeal form that may be obtained from the College.

Group Assessment tasks - marking procedures

The Board of Studies requires that the marking of students' work in all assessment tasks be done on **an individual basis**. Therefore, unless specifically mandated BOSTES, there will be **NO** group assessment tasks.

If group assessment tasks are needed, as per BOSTES' requirements, the student's work will be marked by the teacher on an individual basis.

HSC submitted works

Students studying Design and Technology, English Extension 2, Music, Society and Culture, Textiles and Design and Visual Arts will need to undertake practical examinations and/or submit work in addition to the internal assessment tasks shown in this handbook.

Students must certify their work as their own. In addition, the Principal and the class teacher must certify that the work has been done under that teacher's supervision.

The Board of Studies, Teaching and Educational Standards will advise the College when these submitted works are due. All submitted work must be handed to the respective KLA Co-ordinator or KLA representative **by the time of day** on the date set by the Board of Studies. These works do not go through the normal internal assessment procedures.

Special Provisions

Students can apply to the Board of Studies, Teaching and Educational Standards for Special Provisions in Year 12 for examination purposes only.

The College may make a determination to provide Special Provisions for a student for the Mid-Course and Trial examinations based on:

- a previous Special Provision application;
- intended Year 12 application;
- recent diagnostic assessment; and
- information provided by the student and parent(s).

However, until BOSTES has approved a student's application for Special Provisions for the 2017 HSC examinations, we cannot be sure that the student will be granted those provisions. In such cases, students would be encouraged to complete examinations without the use of Special Provisions.

Student Numbers for Assessment tasks

For the Mid-Course and Trial examinations, students will be required to use their student number, instead of their name.

For other assessment tasks, the discretion lies with the KLA Co-ordinator whether a name and/or number is provided by the student on the task.



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NAGLE COLLEGE ILLNESS/MISADVENTURE FORM HIGHER SCHOOL CERTIFICATE COURSE

Name: _____ Homeroom: _____

Course: _____ Teacher: _____

Nature of Task (essay, oral, test etc) _____

Due Date: _____ Period: _____

I declare that I was absent from an Assessment Task.

EXPLANATION: _____

The following documentary evidence is provided with a detailed explanation from Parent / Guardian:

- Medical Certificate
- Permission from Principal
- Other: _____

The College was contacted by phone: Yes No

Student's signature: _____

Parent/Guardian's signature: _____

Dated: _____

DECISION

- Alternate Assessment Task to be set. Date due: _____
- Extension of time granted until: _____
- No credit for this Assessment task. (Parents notified in writing by Curriculum Coordinator.)
- Other action: _____

_____ Dated: _____
KLA Coordinator's signature

_____ Dated: _____
Stage Coordinator's signature

_____ Dated: _____
Leader of Teaching & Learning's signature

RELIGIOUS EDUCATION

STUDIES OF RELIGION II

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Depth Study: Islam	Religion in Australia Post 1945 and Depth Studies 1 and 2	Depth Study: Judaism	Trial Exam	
Format	Research Task/Written	Prepared written response task	Source Analysis/ Written	Examination	
Date	T1, W3	T1, W9-10	T2, W5	T3 W3-5	
Syllabus Outcomes	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Assessment Component					
Knowledge & understanding of course content	5	15	5	15	40
Source-based Skills	5		10	5	20
Investigation and research	10		10		20
Communication of information, ideas and issues	5	10		5	20
TOTAL	25	25	25	25	100

STUDIES OF RELIGION I

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Religion in Australia Post 1945 and Islam	Depth Study: Christianity	Trial Exam	
Format	Prepared written response task	Source Analysis	Examination	
Date	T1, W9 or 10	T2, W9	T3, W3-5	
Syllabus Outcomes	H1,H2, H3,H4, H5, H7, H8, H9	H1, H2, H4, H5, H6,H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Assessment Component				
Knowledge & understanding of course content	5	5	10	20
Source-based Skills		5	5	10
Investigation and research	5			10
Communication of information, ideas and issues				10
TOTAL	5	15	20	50

RELIGION CATHOLIC STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Ministry Project	Spiritual Pathways	Living Texts/Christian Vocation, Work and Leisure	
Format	Oral Presentation	Source Analysis/Writing Task	Exam (During the trial exam block)	
Date	T4, W8	T1, W9	T3, W3-5	
Syllabus Outcomes	C6.3, C6.9, C6.10, C6.11, C6.12	C6.3, C6.9, C6.10, C6.11, C6.12	C6.3, C6.4, C6.7, C6.9, C6.10, C6.11, C6.12	
TOTAL	15	15	20	50

ENGLISH

ENGLISH STANDARD

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TOTAL
Name	Area of Study: Discovery Robert Frost	Area of Study: Discovery Robert Frost	Module B: Close Study of Text - <i>The Curious Incident of the Dog in the Night Time</i>	Module A: Experience through Language - <i>The Shoe-horn Sonata</i>	Module C: Texts and Society - <i>Billy Elliot</i>	Trial Examination	
Format	Oral Presentation	Mid-Course Examination	Hand In	Hand In	Listening Task	Examination	
Date	T4, W9	T1, W9-10	T2, W1	T2, W6	T2, W10	T3, W3-W5	
Syllabus Outcomes	1,2,3,4,5,6,7,8, 9,10,11,12,13	1,2,3,4,5,6,7,8,9, 10,11	3,4,6,8,10	1,3,5,8,10	1,3,5,7	1,2,3,4,5,6,7,8, 9,10,11	
Assessment Component	Speaking	Reading and Writing	Reading and Writing	Viewing and Representing	Listening	Reading and Writing	
Reading		10	5			10 (AOS)	25
Writing		5	10			15 (MODULES)	30
Listening					15		15
Speaking	15						15
Viewing and Representing				15			15
TOTAL	15	15	15	15	15	25	100

ENGLISH ADVANCED

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TOTAL
Name	Area of Study: Discovery <i>The Tempest</i> (Shakespeare)	Area of Study: Discovery <i>The Tempest</i> (Shakespeare)	Module A: Comparative Study <i>The Great Gatsby</i> and Barrett Browning	Module C: Representatio n and Text - <i>Wag the Dog</i>	Module B: Critical Study - Speeches	Trial Examination	
Format	Oral Presentation	Mid-Course Examination	Hand In	Hand In	Listening Task	Examination	
Date	T4, W9	T1, W9-10	T2, W1	T2, W6	T2, W10	T3, W3-W5	
Syllabus Outcomes	1,2,3,4,5,6,7,8,9, 10,11,12,13	1,2,3,4,5,6,7,8,9, 10,11	1, 2, 2A, 4,5,6,7, 10, 12A	1,2,2A,4,5,12A, 13	1,2A,3,6,8,9	1,2,2A,3,4,5,6,7,8,9, 10,11	
Assessment Component	Speaking	Reading and Writing	Reading and Writing	Viewing and Representing	Listening	Reading and Writing	
Reading		10	5			10 (AOS)	25
Writing		5	10			15 (MODULES)	30
Listening					15		15
Speaking	15						15
Viewing and Representing				15			15
TOTAL	15	15	15	15	15	25	100

ENGLISH EXTENSION 1

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Module A: Genre Elective 3: Science Fiction	Module A: Genre Elective 3: Science Fiction	Module A: Genre Elective 3: Science Fiction	
Format	Seminar and listening Prepared beforehand and presented during the exam week.	Research essay Hand in	Trial Examination In class	
Date	T1, W9-10	T2, W9	T3, W3-W5	
Syllabus Outcomes	1,2,3,4	1,2,3	1,2,3,	
Assessment Component				
Knowledge and understanding of complex texts and how and why they are valued	10	10	5	25
Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation 	5	10	10	25
TOTAL	15	20	15	50

ENGLISH EXTENSION 2

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Viva Voce addressing the proposal for the Major Work	Report	Draft version of the major work and reflection statement	
Format	Folio and Speaking Prepared and in class	Extended Response Hand in	Hand in Task	
Date	T4, W8	T1, W10	T2, W9	
Skills in extensive independent investigation	5	10	10	25
Skills in sustained composition	5	5	15	25
Syllabus Outcomes	1, 2	1, 2	1, 2	
TOTAL	10	15	25	50

***Submission of completed major work for external assessment will be on a date in August 2017

ENGLISH STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
NAME	In-class examination	Collaborative Presentation and Portfolio Submission	Trip Planner and Portfolio Submission	Advertising Campaign	
FORMAT	In-class Exam	Hand In	Hand In	Hand In	
DATE	T4, W8 2016	T1, W 7	T2, Wk10	T3, W6	
SYLLABUS OUTCOMES	H1.2, H1.3, H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	H1.1, H1.2, H1.4, H2.1, H2.2, H3.1, H3.2, H4.2	H1.1, H1.3, H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	H1.1, H1.4, H2.2, H3.1, H3.2, H4.1, H4.2	
ASSESSMENT COMPONENT					
Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	5	10	10	5	30
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	10	10	10		30
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	5		10	10	25
TOTAL	20	30	30	20	100

MATHEMATICS

Nagle College
Year 12 HSC Assessment Information Handbook 2016 - 17
GENERAL MATHEMATICS

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Probability, Algebra and Modelling	Algebra, Finance, Probability, Statistics & Data & Preliminary content	Measurement and Statistics and Data	All Topics	
Format	Class Test	Mid-Course Exam	Hand-in	Trial Exam	
Date	T4, W9	T1 Exam Period	T2, W8	T3, W3-5	
Syllabus Outcomes	MG2P – 8/10 MG1H – 2/3/8/9/10	MG2H – 1,2,3,6,8,9,10	MG2H – 1,2,4,5,7,8,9,10	MG2H – 1,2,3,4,5,6,7,8,9,10	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	5	15	10	20	50
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	15	10	20	50
TOTAL	10	30	20	40	100

GENERAL MATHEMATICS 1

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Algebra and Modelling	Algebra and Modelling, Financial Mathematics, Probability, Data and Statistics	Household Finance	All Topics	
Format	Test	Semester examination	Investigation	Test	
Date	T1, W5	T1, W10 – 11	T2, W8	T3, W3- 5	
Syllabus Outcomes	AM3CEC, AM4CEC	AM3CEC, AM4CEC, FM4CEC, PB2CEC, DS4CEC, DS5CEC, DS6CEC	FSHo1CEC, FSHo2CEC, FSDe1CEC	FSHu1CEC, FSHu2CEC, FSHu3CEC, FSPe1CEC, FSPe2CEC, FSPe3CEC	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	5	10	20	15	50
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.	5	10	20	15	50
TOTAL	10	20	40	30	100

MATHEMATICS

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The Quadratic Function, Locus and the Parabola, Geometrical Applications of the Derivative	Integration, Exponential & Logarithmic Functions (+ all previous topics including prelim)	Trigonometric Functions, Series and their Applications	All topics	
Format	Class test	Mid-Course Exam	Assignment	Trial Exam	
Date	T4, W10	T1, W 9-10	T2, W8	T3, W3-5	
Syllabus Outcomes	P4, P8, H2, H4, H5, H6, H7, H9	P2, P3, P4, P5, P6, P7, P8 H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H8, H9	P2, P3, P4, P5, P6, P7, P8 H1, H2, H3, H4, H5, H6, H7, H8, H9	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	7	13	10	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.	8	12	10	20	50
TOTAL	15	25	20	40	100

MATHEMATICS EXTENSION 1

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Parametric Representations of the Parabola, Mathematical Induction, Harder Applications of Mathematics	Integration, Polynomials, Mathematical Induction, Harder Mathematical Applications Locus and Parabola (and all previous topics including Preliminary topics)	Trigonometry, Inverse Trigonometric Functions, Mathematical Induction (Series)	All topics	
Format	In class test	Mid-Course Exam	In class test	Trial Exam	
Date	T4 , W9	T1, W9-10	T2 , Wk10	T3, W3-5	
Syllabus Outcomes	PE3, PE4, PE6 HE1, HE2, HE7	PE2, PE3, PE4, PE5, PE6 HE1, HE2, HE6, HE7	HE1, HE2, HE4, HE6, HE7	PE2, PE3, PE4, PE5, PE6 HE2, HE3, HE4, HE5, HE6, HE7	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	10	12	8	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	13	12	20	50
TOTAL	15	25	20	40	100

SCIENCE

BIOLOGY

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Blueprint of Life	Blueprint of Life Maintaining a Balance	The Search for Better Health Communication	Blueprint of Life Maintaining the Balance The Search for Better Health Communication	
Format	First-Hand Practical Investigation	Mid-Course Examination	Secondary Source Investigation	Trial Examination	
Date	T1, W3	T1, W9-10	T2, W3 – 4	T3, W3-5	
Syllabus Outcomes	H11, H12, H13, H14	H1,H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H16	H4, H5, H11, H12, H13, H14, H16	H1, H2, H3,H4, H5, H6, H7, H8, H9, H10, H12, H13, H14, H16	
Knowledge and understanding of: <ul style="list-style-type: none"> • the history, nature, and practice of biology • applications and uses of biology and their implications for society and the environment • current issues, research and developments in biology • cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution 	0	15	5	20	40
Skills in: <ul style="list-style-type: none"> • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources 	15	0	10	5	30
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	5	5	15	5	30
TOTAL	20	20	30	30	100

CHEMISTRY

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Production of Materials	Production of Materials, The Acid Environment	Chemical Monitoring and Management & Chemistry of Art	Production of Materials, The Acid Environment, Chemical Monitoring and Management, Chemistry of Art	
Format	First-hand Practical Investigation	Mid-Course Exam	Secondary Source Investigation	Trial Exam	
Date	T4, W10 2016	T1, W10	T2, W9 -10	T3, W3-5	
Syllabus Outcomes	H2, H7, H8, H11, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8 H9, H10, H11, H12, H13, H14	H1, H3, H4, H5, H7, H8, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	
Knowledge and Understanding of: <ul style="list-style-type: none"> the history, nature and practice of chemistry Applications and uses of chemistry and their implications for society and the environment and current issues, research and developments in chemistry atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry 	5	15	10	10	40
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	10	5	5	10	30
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	5	5	10	10	30
TOTAL	20	25	25	30	100

PHYSICS

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Motors and Generators	Space/Motors and Generators	Space/Motors and Generators/Ideas to Implementation	Medical Physics /Space/ Motors and Generators /Ideas to Implementation	
Format	Secondary Source Investigation	Mid-Course Examination	Secondary Source Investigation	Trial HSC Examination	
Date	T4, W7 2016	T1, W9-10	T2, W8	T3, W3-5	
Syllabus Outcomes	H2, H11, H12, H13, H14	H1, H2, H3, H4 H5, H6, H7, H9, H10	H2, H11, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9,H10, H11, H12, H13, H14, H15	
Knowledge and Understanding of: <ul style="list-style-type: none"> • The history, nature and practice of physics • applications and uses of physics and their implications for society and the environment • current issues, research and development in physics. • Kinematics and dynamics, energy, waves, fields and matter 	5	10	5	20	40
Skills in: <ul style="list-style-type: none"> • Planning and conducting first-hand investigations • Gathering and processing first-hand data • Gathering and processing relevant information from secondary sources. 	10	5	10	5	30
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem-solving techniques Working individually and in teams	10	5	10	5	30
TOTAL	25	20	25	30	100

CREATIVE and PERFORMING ARTS

DANCE

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Core Performance Practical Exam, Informal Discussion & Journal	Core Composition Practical Exam, Informal Discussion & Journal	Major Study Practical or Written Exam	Trial Practical Exam	Trial Written Exam	
Format	Practical Exam	Practical Exam	Practical or Written Exam	Practical Exam	Written Exam	
Date	T4, W9 6th Dec 2016	T1, W9-10	T2 Week 8/9 13th/20th June	T2 , W10 or T 3, W 1	T3, W3-5	
Syllabus Outcomes	H1.1, H1.2, H2.1, H2.2, H4.4	H1.1, H1.2, H3.1, H3.2, H3.4, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4 (Specific outcomes dependent on chosen major study option)	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.4	H1.1, H1.2, H4.1, H4.2, H4.3, H4.4	
Appreciation					20	20
Performance	10			10		20
Composition		10		10		20
Major Study			20	20		40
TOTAL	10	10	20	40	20	100

DRAMA

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	Task 5	Total
Name	Contemporary Australian Drama Performance	Individual Project Work in Progress	Verbatim Theatre Performance	Group Performance Work in Progress	HSC Trial Group Performance and Individual Project HSC Mid-Course Examination	
Format	Performance Essay, hand in essay and Logbook	IP Oral Presentation/ Presentation and Logbook	Performance Essay, hand in written essay and Logbook	Practical Exam Group Performance and Logbook	Written Examination	
Date	T4, W 10	T1, W9-10	T2, W 8 or 9	W1, T3	T3, W 3-5	
Syllabus Outcomes	H1.1, H1.2, H2.1, H2.2, H3.1, H3.4, H3.5	H1.5, H1.7, H2.1, H3.2	H1.9, H2.1, H2.2, H2.5, H3.3, H3.5	H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H3.2	H1.8, H2.1, H2.2, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	
Making	10	5	10	15		40
Performing	5	5	5	15	20	30
Critically Studying	5		5			30
TOTAL	20	10	20	30	20	100

MUSIC 1

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Musical Theatre or Music of a Culture	Mid-Course Exam	Music of the 20th & 21st C	Trial Practical Exam	Trial Aural Examination	
Format	Musicology Presentation & Practical Task	Aural & Practical Exam	Composition Task	Practical Exam	Aural Exam	
Date	T4 - Week 9	T1, W9-10	T2 - Week 6	T3 -Week 1	T3, W 3-5	
Syllabus Outcomes	H1, H2, H4, H5, H6, H7, H9, H10, H11	H1, H2, H4, H5, H6, H7, H9	H3, H5, H7, H10, H11	H1, H7, H9	H4, H6	
Musicology Core	10					10
Composition Core			10			10
Performance Core		5		5		10
Aural Core		10			15	25
Elective 1	5			10		15
Elective 2	5			10		15
Elective 3		5		10		15
TOTAL	20	20	10	35	15	100

Elective 1: Musical Theatre or Music of a Culture Elective 2: Film Music of Music of a Culture Elective 3: Music of the 20th & 21st C

VISUAL ARTS

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Body of Work Proposal	Mid-Course Exam	Body of Work	Body of Work	Trial Exam	
Format	VAPD	Written Exam	Body of Work Progress Evening	HSC Body of Work	Written Exam	
Date	T4, W7	T1, W9 - 10	T2, W3	T3, W2	T3, W3-5	
Syllabus Outcomes	H1, H2, H3, H4, H5	H7, H8, H9, H10	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Assessment Component						
<i>Artmaking</i>	10		10	30		50
<i>Art Criticism/History</i>		20			30	50
TOTAL	10	20	10	30	30	100

HUMAN SOCIETY AND ITS ENVIRONMENT

ANCIENT HISTORY

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Sparta	Augustus	Agrippina	Trial Examination	
Format		Examination		Examination	
Date	T1, W2	T1, W9 -10	T 2, W5	T3, W3-5	
Syllabus Outcomes	1.1, 3.1, 3.3, 3.6, 4.1, 4.2	1.1, 2.1, 3.1, 4.1, 4.2	1.1, 2.1, 3.1, 3.2, 3.4, 4.1, 4.2	1.1, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	
Assessment Component					
Knowledge and understanding	10	10	10	10	40
Source-based skills	5	5	5	5	20
Historical Inquiry & research	10		10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
TOTAL	30	20	30	20	100

BUSINESS STUDIES

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	Total
Name	Operations	Operations and Marketing	Finance	All Topics (Operations, Marketing, Finance, Human Resources)	
Format	Extended Response (Hand-in)	Mid-Course Exam	Financial Statement Analysis	Trial HSC Exam	
Date	T4, W9	T1 W9-10	T2, W7	T3, W3-5	
Syllabus Outcomes	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Assessment Component					
Knowledge and understanding of course content	10	10	5	15	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	5		15		20
Communication of business information, ideas and issues in appropriate forms	5	10		5	20
TOTAL	25	25	25	25	100

ECONOMICS

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The Global Economy Case Study	Mid-Course Examination	Economic Issues	Trial HSC Exam	
Format	Research Portfolio + Extended Response	Exam	Stimulus based In Class Essay	Exam	
Date	T4, W10	T1, W9-10	T2, W9	T3, W3-5	
Syllabus Outcomes	H1, H3, H4, H7, H9, H10, H12	H1, H2, H3, H4, H5, H6, H8, H10	H1, H2, H5, H6, H7, H9, H10,	H1, H2, H3, H4, H5, H6, H7, H10, H11	
Knowledge and understanding of course content		15	5	20	40
Stimulus-based skills		5	10	5	20
Inquiry and research	15		5		20
Communication of economic information, ideas and issues in appropriate forms	10	5	5		20
TOTAL	25	25	25	25	100

HISTORY EXTENSION

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Project Proposal	Mid-Course Exam	Project and Process Log	Trial HSC	
Format	Report	Exam	Synopsis, Essay and Journal	Exam	
Date	T4, W11	T1, W9-10	T2, W10	T3, W3-5	
Syllabus Outcomes	E2.1, 2.2, 2.3	2.1, 2.2, 2.3	2.1, 2.2, 2.3	1.1	
Assessment Component					
Knowledge and understanding of significant historiographical ideas and processes		5		5	10
Skills in designing, undertaking and communicating historical inquiry – the History Project	5		35		40
TOTAL	5	5	35	5	50

LEGAL STUDIES

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Crime	Mid-Course Examination (Crime & Human Rights)	Family	Trial Examination	
Format	Case Study (Hand in)	Examination	Research (Hand in)	Examination	
Date	T4, W10	T1, W9-10	T2, W7	T3, W3-5	
Syllabus Outcomes	H1, H4, H6, H8, H9	H1, H2, H3, H5, H9	H5, H7, H9, H10	H2, H4, H5, H6, H9	
Assessment Component					
Knowledge and understanding	10	20	5	25	60
Communication	5		10	5	20
Research	10		10		20
TOTAL	25	20	25	30	100

MODERN HISTORY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	National Study	Mid-Course Exam	Conflict in Europe	Trial Examination	
Format	Research Essay	Examination	Multimedia	Examination	
Date	T1, W 5	T1, W9-10	T2, W7	T3, W3-5	
Syllabus Outcomes	1.2, 2.1, 3.2, 3.4, 3.5, 4.1, 4.2	1.1, 1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	1.1, 1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	
Assessment Component					
Knowledge and understanding	10	10	10	10	40
Source-based skills		5	10	5	20
Historical Inquiry & research	10		10		20
Communication of historical understanding in appropriate forms	10	5		5	20
TOTAL	30	20	30	20	100

SOCIETY AND CULTURE

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Application and Evaluation of Research Methods	Semester 1 Exam	Social inclusion and Exclusion	Popular Culture	Trial Exam	
Format	Research Report (Hand in)	Mid-Course Exam	Research Report (Hand in)	Extended Response (Hand in)	Trial Exam	
Date	W 7, T 4	T1, W9-10	T2, W4	T2, W8	T3, W3-5	
Syllabus Outcomes	H1, H4, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H3, H5, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Assessment Component						
Knowledge and understanding of course content	5	10	10	10	15	50
Application and evaluation of social and cultural research methods	10	5	5	5	5	30
Communication of information, ideas and issues in appropriate forms	5		5	5	5	20
TOTAL	20	15	20	20	25	100

WORK STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Workplace Portfolio	Job Support Portfolio	Mixed Media Presentation	
Format	Portfolio	Portfolio	Presentation	
Date	T1, W10	T2, W9	T3, W5	
Syllabus Outcomes	1,2,3,4,5,6,7,8,9	2,3,5,6,7,8,9	1,2,3,4,5,6,7,8,9	
Assessment Component				
<i>Knowledge and Understanding</i>				30
<i>Skills</i>				70
WEIGHTING	30	30	40	100

LANGUAGES OTHER THAN ENGLISH

FRENCH CONTINUERS

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Speaking	Reading and Responding	Listening, Reading and Responding, Writing	Speaking	Trial Examination	
Format	In class	In class	Exam	In class	Exam	
Date	T4, W 8	T1, W4	T1, W 9-10	T 2, W 8	T3, W 3-5	
Syllabus Objectives	1.1, 1.2,1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2,1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Syllabus Outcomes						
Listening and Responding			10		15	25
Reading and Responding		15	10		15	40
Speaking	10			10		20
Writing in French			5		10	15
TOTAL	10	15	25	10	40	100

JAPANESE CONTINUERS

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	The individual Japanese-speaking communities	The individual, Japanese-speaking communities and The changing world	The individual, Japanese-speaking communities and The changing world	The individual	The individual, Japanese-speaking communities and The changing world	
Format	Class test & prepared response	Exam & Conversation	Prepared class response	Conversation	Exam	
Date	T4, W9	T1, W9-10	T2, W5	T2, W10	T3, W3-5	
Syllabus Objectives	3, 4	1, 2, 3, 4	2, 3, 4	1, 4	2, 3, 4	
Syllabus Outcomes	3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening and Responding	10	5			10	25
Reading and Responding	5	5	15		15	40
Speaking		10		10		20
Writing in Japanese		5	5		5	15
TOTAL	15	25	20	10	30	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COMMUNITY AND FAMILY STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Research Methodology	Parenting and Caring	Research Methodology, Groups in Context and Parenting and Caring	Groups in Context	All Topic Covered	
Format	Independent Research Project – Results and Analysis (Hand in)	Support Service (Hand in)	Mid-Course Exam (Exam Block)	Researching a Community Group (Hand in)	Trial Exam (Exam Block)	
Date	T4, W7 2016	T1, W6 2017	T1, W9 – 10	T2, W10 2017	T3, W3-5	
Syllabus Outcomes	H4.1, H4.2, H3.4	H2.1, H2.2, H3.2, H5.2	H1.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H6.2	H1.1, H3.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5. 2, H6.1, H6.2	
Assessment Component						
<i>Knowledge and understanding of how the following impact on wellbeing:</i> Resource management Positive relationships Range of societal factors	0	5	10	10	15	40
<i>Skills in:</i> Applying management processes to meet the needs of individuals, groups, families and communities Planning to take responsible action to promote wellbeing	0	10	0	5	10	25
<i>Knowledge and understanding about:</i> Research methodology and skills in researching, critical thinking, analysing and communicating	20	5	5	5	0	35
TOTAL	20	20	15	20	25	100

EXPLORING EARLY CHILDHOOD

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Food and Nutrition	Young Children with Special Needs	Young Children and the Law	
Format	Presentation	Research Report	Film Analysis	
Date	T4, W9	T2, W1	T3, W1	
Syllabus Outcomes	1.3, 1.4, 6.2	1.1, 1.4, 2.1, 2.2, 6.2	2.4, 2.5, 3.1, 4.2, 4.3	
Assessment Component				
<i>Knowledge and Understanding</i>	15	15	20	50
<i>Skills</i>	20	15	15	50
TOTAL	35	30	35	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Sports Medicine	Factors Affecting Performance	Sports Medicine, Factors Affecting Performance	Health Priorities in Australia	All Topics covered	
Format	Analysis (in class)	Case Study (Hand in)	Mid-Course Examination	Report (Hand in)	Trial Exam	
Date	T4, W8	T1,W7	T1, W9- 10	T2, W10	T3, W3 – 5	
Syllabus Outcomes	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H13, H16, H17	H1, H2, H4, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13,H14, H15, H16, H17	
<i>Knowledge and Understanding of:</i> Factors that affect health, The way the body moves	5	10	5	5	15	40
<i>Skills in:</i> Influencing personal and community health. Taking action to improve participation and performance in physical activity	5	5	5	5	10	30
<i>Skills in critical thinking, research and analysis</i>	5	5	5	10	5	30
TOTAL	15	20	15	20	30	100

TECHNOLOGICAL AND APPLIED STUDIES

AGRICULTURE

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Elective	Plant & Animal production	Product Study	Trial Exam	
Format	Essay	Exam	Research and Report	Exam	
Date	T4, W10	T1, W9-10	T2, W10	T3, W3-5	
Syllabus Outcomes	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4	
Assessment Component					
Knowledge and Understanding of physical factors		10	10		20
Knowledge and Understanding of innovation, ethics and issues	10			10	20
Knowledge, Understanding and skills of production and management		10	10		20
Knowledge, Understanding and skills of sustainability and marketing		10		10	20
Research, experimentation and communication skills	10		10		20
TOTAL	20	30	30	20	100

FOOD TECHNOLOGY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Australian Food Industry	Contemporary Nutrition	Mid-Course Exam	Product Development	Trial Exam	
Format	Case Study	Research Report	Written Examination	Portfolio and Practical	Written examination	
Date	T4, W10	T1, W 7	T1, W9 -10	T2, W8	T3, W3-5	
Syllabus Outcomes	H1.2, H3.1, H1.1	H3.2, H5.1	H1.2, H2.1,H1.4, H5.1	H1.3, H4.1,H5.1	H1.2, H1.3, H1.4,H2.1, H4.2, H5.1	
knowledge and understanding about production and processing food systems, the nature of food, human nutrition and the importance of health			10		10	20
skills in researching, analysing and communicating food issues	10	10	10			30
skills in experimenting with and preparing food by applying theoretical concepts				30		30
skills in designing implementing and evaluating solutions to food situations		10			10	20
TOTAL	10	20	20	30	20	100

INFORMATION PROCESSES AND TECHNOLOGY

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	Database	Mid-Course Examination	Communications Systems	Trial HSC Examination	
Format	Practical Task and Report	Examination	Project and Documentation	Examination	
Date	T1, W2	T1, W9-10	T2, W10	T3, W3-5	
Syllabus Outcomes	H1.1, H 2.2, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.1, H2.2, H3.2, H5.1, 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, H7.1, H7.2	
<i>Component:</i> Project Work	5	5	5	5	20
<i>Component:</i> Information Systems and Databases	10	5		5	20
<i>Component:</i> Communications Systems		5	10	5	20
<i>Component:</i> Option Strands		5	20	15	40
TOTAL	15	20	35	30	100

TEXTILES AND DESIGN

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
Name	Oral Presentation	Management Diary	Mid-Course Examination	Experimentation	Trial HSC	
Format	Hand in and in class	Hand in	Exam	Hand in	Exam	
Date	T4, W 10	T1, W7	T 1, W 9-10	T2, W 7	T3, W 3-5	
Syllabus Outcomes	H1.1, H1.2, H2.1, H6.1	H1.2, H2.1, H2.3	H 1.3, H3.1, H3.2, H4.1, H4.2, H6.1	H2.2, H2.3, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Knowledge and understanding of textiles and the textiles industry	5		20	5	20	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	10	20		20		50
TOTAL	15	20	20	25	20	100

VOCATIONAL EDUCATION AND TRAINING (VET)

ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2016 HSC year are **Business Services and Hospitality**. These courses deliver **dual qualifications** for the **Higher School Certificate** (HSC) and for the **Australian Qualifications Framework** (AQF) and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF).

Standards Referenced Assessment

The marking of the HSC examination is standards referenced as is the marking of the two major internal exams. These internal exams provide students with an opportunity to practise their exam technique in the lead up to the HSC exam. The Trial Examination mark is also sent to the Board of Studies as the 'HSC Estimate Mark.' This mark will only be used if a student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination. First place in the course will be determined by a student's Trial Mark and their overall performance in the course and their competency tasks.

A **SCHEDULE** OF INTERNAL STANDARDS REFERENCED ASSESSMENT TASKS AND EXAMINATIONS IS SET OUT BELOW FOR 2016 - 2017.

	All VET Courses	
	Task 1	Task 2
Name	Mid-Course Exam	Trial Exam
Date	Term 1	Term 3
Units Assessed	All to Date	All to Date

The **HSC Examination is optional**, however, students must complete the **HSC Examination Withdrawal Form** after the Trial Examination and give it to their teacher. Failure to do this and not attend the exam on the day will result in a zero. Only one VET Framework course can contribute to the calculation of the ATAR.

Competency-Based Assessment

VET courses are **competency-based**. This means that a student's **performance is judged against a prescribed standard** contained in each unit of competency, not against the performance of other students. **Students in VET courses will be assessed through Validated Assessment Tasks to determine competencies over a period of time.**

During the two-year course the teacher will gather information through the Validated Tasks and make judgements about a student's achievement. When a task, assignment, test or practical is administered the student will be judged as either **competent or not yet competent**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: quizzes, tests, exams, group assignments, school functions, practical exams and research assignments. Students can expect to be instructed over a period of time and then assessed using a variety of different methods.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that a number of elements of competency or even several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. Any student that is **deemed not yet competent** in a task needs to undertake an **additional form of assessment** to demonstrate competence, otherwise they will not complete all the qualifications for their competency task. Students are given additional opportunities to demonstrate competence.

REMEMBER: In competency-based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

VET HOSPITALITY-KITCHEN OPERATIONS (2016-2017)

SIT20312 Certificate II in Kitchen Operations

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Competency Assessment Tasks BOSTES Examinations	TASK 1	TASK 2	TASK 3	Half Yearly Exam	Trial HSC Exam
	Term 4 Week 9 2016	Term 1 2017	Term 2/3 2017	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Task	Portfolio and Practical task	Portfolio and Practical task	Examination	Examination
Kitchen Skills 2	ü				
Kitchen Skills 3 Industry Facts		ü			
Kitchen Skills 3 Industry Facts			ü		
Competencies being assessed	SITHCCC103 SITHCCC202 SITXFSA201 SITXINV202	SITHCCC201 SITHCCC207 SITHIND201 BSBWOR203B BSBSUS201A	SITHCCC201 SITHCCC207 SITHIND201 BSBWOR203B BSBSUS201A	BSBWOR203B SITHCCC101 SITHCCC201 SITHKOP101 SITXFSA101 SITXWHS101 SITXFSA201 SITHIND201	BSBWOR203B SITHCCC101 SITHCCC201 SITHKOP101 SITXFSA101 SITXWHS101 SITXFSA201 SITHIND201

Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class.

Course	Teacher	Date
Hospitality	Ms Farrugia/ Ms Abela	Term 4, Week 1 2016

- Students who **wish to source their own employer** must provide their teacher or Ms McGlenchy with the **following details**, otherwise they will be choosing from the list provided by BREED:
 - The name of the organisation;
 - The name of the person they have contacted in the organisation that has agreed to take them;
 - A contact phone number of the organisation/person.

Students are to also include their own details (name, phone number and homeroom) with the information.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete 70 hours of work placement over the two years.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a take-home assessment tasks. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any in-class assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement on time to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The VET Co-ordinator will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the VET Co-ordinator **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their **Work Placement Journal** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy** as it is proof of how many hours were completed.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Co-ordinator and bring your task with you.
3. The Co-ordinator will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the VET Co-ordinator so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
 - (a) A revised assessment by the teacher;
 - (b) A new assessment task for **part** of the disputed task; or
 - (c) A **full** assessment task to be completed in place of the disputed task.
6. If you are still dissatisfied, you will need to speak to the Leader of Teaching and Learning.

A form for VET Assessment Appeal Submission is provided on the next page.



Catholic Education Diocese of Parramatta

VET Assessment Appeal Submission

Name: _____

Course: _____

School: _____

Teacher: _____

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

Assessor's Name: _____

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process

Signed: _____ Date: _____

Outcome of appeal:

Principal's Signature: _____ Date: _____

(To be filed with the class assessment record.)