



MARSDEN HIGH SCHOOL



## HIGHER SCHOOL CERTIFICATE 2019-2020

### HSC ASSESSMENT POLICY AND PROGRAM



#### ACKNOWLEDGEMENT OF RECEIPT

Each student is to sign for his/her copy of this document as an acknowledgement of receipt. It is the student's responsibility to be aware of the contents.



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# Messages from the Principal

## Message to the HSC Students of the Class of 2020

Congratulations to students on starting your HSC studies. The next year is going to be challenging, exciting and rewarding. By now you will realise that you will need to make a dedicated commitment during the next 12 months if you want to achieve your personal best HSC. Your school is here to support you as you strive towards the attainment of your own goals and we also want to support you in matters of student wellbeing as the HSC can be a stressful experience. I encourage you to seek support from your Year Advisor, Deputy Principal, Head Teacher Learning and Wellbeing, Careers Advisor, School Counsellor and Classroom Teachers as needed over the course of the year.

This booklet outlines information about what this commitment involves. It contains general information from:

- NSW Education Standards Authority (NESA)
- Department of Education (DOE)
- Specific information applying to Year 12 students at Marsden High School (MHS).

**It is each student's responsibility to read and understand the contents of this document.**

### Your Rights and Responsibilities in Year 12 Assessment

**You have the right to:**

- Be informed of the assessment procedures of your school and those of NESA
- Receive clear guidelines and a notification sheet for each assessment task (including examinations), **in writing**, relating to the requirements of each assessment task at least two weeks before the task due date.
- Query the mark for an individual task at the time it is returned to you.

**You have the responsibility to:**

- Become familiar with and follow the assessment requirements set by your school.
- Monitor upcoming tasks by reference to this booklet, and the Term Assessment Planners issued at the beginning of each term.
- Complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline.
- Avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others
- Follow up any concerns you have with tasks **at the time they are returned to you.**

### To our HSC Parents and Carers

We hope that in partnership with you, we can help your child maximise their HSC experience. This booklet is designed to point out clearly the level of student commitment needed to gain a great HSC result. While we recognise that a great HSC requires a commitment from parents/carers and teachers, this booklet focuses on the student.

We encourage you to discuss and clarify with your child/guardian their commitment to school in order to support them throughout their senior study years.

All the best for a successful and rewarding year to come.

Regards



Mr L. Berry  
Principal

# Stronger HSC Standards - HSC minimum requirements

## Stronger HSC Standards

To help support high school students achieve their best, the HSC has been reformed. The changes were designed to help motivate and challenge students to achieve at their highest possible level, reduce excessive stress and give students more skills and career options.

From 2020, all Year 12 students in NSW must reach a minimum standard of literacy and numeracy to receive their HSC. Our Literacy Adviser, Mr Andrew Wilson, will coordinate HSC Standards testing.

NESA states that students need reading, writing and maths skills to be successful in everyday life after school. That is why students are required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check students have the basics right, students need to sit short online tests of reading, writing and maths for everyday life. Students get two chances a year to pass each of the tests from Year 10 until five years after they finish their HSC course.

If students pass the online tests of basic reading, writing and numeracy skills it will show they have met the HSC minimum standard.

### **Timetable for HSC minimum Standards:**

#### **I will complete the HSC in 2020**

Students need to meet the HSC minimum standard to receive the HSC.

#### **To show students meet the standard students need to:**

- pass the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN in 2017 and
- pass the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN in 2017 and
- pass the online numeracy test or have achieved Band 8 or above in reading in Year 9 NAPLAN in 2017.

#### **I will complete the HSC in 2021 or later**

Students need to meet the HSC minimum standard to receive the HSC.

To show students meet the standard students need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

### **How is the standard set?**

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

### **Disability provisions and exemptions**

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC.

# NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) is a statutory authority responsible for curriculum, assessment, teacher accreditation and regulatory standards in NSW schools (Kindergarten to Year 12). NESA is also responsible for developing policies and initiatives for evaluating and improving student learning performance across all schools and school sectors.

The principal objective of NESA is to ensure that the school curriculum, forms of assessment and teaching and regulatory standards under the NSW education and teaching legislation are developed, applied and monitored. It is the responsibility of the school to ensure that NESA standards are adhered to.

## The NSW Higher School Certificate (HSC)

The HSC is the highest educational award you can gain in New South Wales schools.

The HSC:

- is an internationally recognised credential
- provides a strong foundation for the future
- is standards-based. Students receive HSC marks that indicate the standard they have achieved
- involves the study of at least 12 units in Year 11 and 10 units in Year 12
- involves at least 6 units of Board Developed courses in Years 11 and 12.

### What are the Rules for Qualifying for the HSC?

NESA requires that for the award of a Higher School Certificate, students **MUST**:

- Study the pattern of courses required by NESA for the required time
- Have a satisfactory record of attendance and application to their studies
- Complete the requirements for a sufficient number of courses, including practical, oral or project works
- Complete assessment requirements for a sufficient number of courses
- Sit for and make a serious attempt at the Higher School Certificate examination in a sufficient number of Board Developed courses, in compliance with the examination rules.

### What is the Minimum Pattern of Courses?

To qualify for the Higher School Certificate, students must study a pattern of Year 11 and HSC courses:

- At least 12 units must be satisfactorily completed in the Year 11 study pattern and at least 10 units in the HSC study pattern
- At least 6 units must be from Board Developed Courses
- At least 2 units must be of a Board Developed Course in English, this includes English Studies
- At least three courses must be of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

Please note: No more than 6 units of Science can contribute to the 12 units studied in Year 11 and 7 units in the 10 HSC units.

Satisfactory completion of the relevant Year 11 course is necessary before attempting a specific HSC course. Some TAFE courses are compacted to one year by including 3 or 4 units of study in Year 12.

### Satisfactory Course Completion

Section 11.4 of the *NESA ACE Manual* states that to meet the course completion requirements, principals must have sufficient evidence that the student has:

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

## Satisfactory Attendance

While NESA does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. MHS expects a minimum of 85% attendance in courses for satisfactory completion.

## Board Developed and Board Endorsed Courses

The range of subjects from which students can choose include those that are **Board Developed** and **Board Endorsed**.

### Board Developed Courses:

- have an HSC exam
- count towards an HSC
- may count towards the Australian Tertiary Admission Rank (ATAR)
- include Industry Curriculum Framework Vocational Education and Training (VET) courses
- include Life Skills courses.

## Confirmation of HSC Entry

It is your responsibility to ensure that you are meeting the pattern of study requirements at all times. You cannot change or drop a subject without completing a **Change of Study Pattern** form (a pink form available from the Deputy Principal in charge of your grade)

It is **the student's responsibility** to ensure that you are studying at least **ten units** of the correct subjects to gain an ATAR. When the NESA Liaison Officer gives you a **Confirmation of entry** form from NESA, it is your responsibility to check and verify that you are correctly enrolled for the HSC and an ATAR (if needed). You must notify the NESA Liaison Officer if you change your address or any personal details during this year.

## School-based Assessment

### Assessment Policy

This booklet, includes the policy and schedule for all students and teachers. Each student is required to sign for his/her copy of the Assessment Booklet as an acknowledgment of receipt.

Students will be notified in writing of any changes to the school's Assessment Policy.

## What is assessment?

- A process of identifying, gathering and interpreting information about student achievement.
- It provides opportunities for teachers to collect evidence about student achievement in relation to syllabus outcomes in each course, and satisfactory completion of a course to report on the standard of attainment at the end of the course against the A-E descriptors in Year 11.
- Teachers use information gathered throughout the teaching and learning process to assist student learning and clarify understanding.
- Students monitor their own learning and ask questions about how to use assessment information for new learning to improve their skills.
- Formal examinations provide an opportunity to collect evidence of student learning and may be used for grading and ranking purposes as well as informing feedback for students to improve their learning.

## How will assessment be undertaken?

Schools are required to provide written advice to students about the schools' requirements for assessment including:

- formal assessment schedules at the commencement of each Year 11 and Year 12 course
- each formal assessment task

In the context of the HSC, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event

Assessment tasks are conducted throughout Year 11 and Year 12 and each has mandatory components and a weighting determined by the school within requirements provided by NESA. The maximum number of formal assessment tasks is three in Year 11 and four in Year 12. There is only one formal written examination that mimics the HSC per course in each year and the Year 12 examinations have a maximum weighting of 30%.

## Assessment Coordinator

The Deputy Principal is the Assessment Coordinator. This Deputy Principal produces the *HSC Assessment Procedures and Program*, determines the procedures to be followed by students who have missed assessment tasks, convenes the Assessment Appeals Committee and provides advice about assessments to students, teachers and parents.

Assessment programs include a variety of assessment tasks that test the content and outcomes of each course and allow students to show what they know, understand and can do.

Assessment tasks will vary between subjects and could include:

- Performances
- Submitted works
- Practical tests
- Extended research
- Examination essays
- Written tests under exam conditions.

Examinations held within the school are generally included in school-based assessment programs.

Students are expected to present sufficient evidence to show that they have:

- a) **followed the course set by NESA** – this means you must attend classes, do the work set by the teacher, study the topics contained in the syllabus, hand in the work required, including assessment and non assessment tasks
- b) **applied with diligence and sustained effort** – this means that you must have attended classes, worked consistently and demonstrated to your teacher that you have made sufficient effort throughout the course
- c) **achieved some or all of the course outcomes** – this means actually doing the work, handing in assignments and class work and being able to show that you understand key content within the subject by achieving satisfactory marks.

## Assessment Criteria

General assessment criteria, indicating the nature and purpose of the assessment will be included with each Assessment Task.



Assessment tasks are designed to assess the content and outcomes of the course. The tasks are designed with reference to the NESA *Glossary of Key Words* included in this policy. (Appendix 6)

The tasks are developed with general marking guidelines and describe the mark ranges to be awarded at each level.

## Weighting of assessment tasks

Individual assessment tasks will, in general, be no more than 40% or no less than 10% of the total assessment mark. Each assessment task will be weighted according to the relative importance of each task. Students will be advised of the weighting with each assessment task.

## Scheduling of formal assessment tasks

The Assessment schedule for HSC courses applies as soon as the Preliminary Course is completed. Students are provided with written notification of the Assessment Policy and Program (HSC Course Assessment Booklet) early in Term 4. **You will be given at least two weeks notice of a formal task.** The description of tasks will be in writing and will include:

- the **date and time of day** that the task is to be completed e.g. end of period 5 Thursday 7 May
- the **form** the assessment task will take e.g. test, oral presentation
- **weighting** of the task
- **assessment criteria** that the task addresses.

Changes to the HSC Course Assessment schedule must be made in writing to students with at least **2 weeks** notice.

**Students will not receive assessment tasks that have a DUE DATE in the week BEFORE the start of their HSC Trial Examinations.**

## Students with a Disability

Provisions for students with a genuine disability may include large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, use of a personal computer, establishment of a special examination location, separate supervision, permission to take medication and other supports. **Students need to notify the Head Teacher Learning Support, of their request for special provisions. Students with a disability must provide medical evidence to the school which will then be submitted to NESA for approval before special provisions can be granted.**

NESA does not consider lack of familiarity with the English language to be a disability. Consequently the use of dictionaries and translators is not allowed.

**Life Skills courses** are designed for students who cannot meet the outcomes of mainstream courses.

**Life Skills courses** use school-based assessment, to provide a Profile of Attainment for each course.

## Registration of HSC Assessment Tasks Completed and Submitted

- For formal examinations, students must complete and hand in one attendance voucher for each examination paper attempted.
- For all other tasks students must complete an "Assessment Cover Sheet". A sample is included in this book. The forms will be available from teachers. The form will be signed by the teacher and the tear off section should be kept by the students as a receipt.
- Schools are required to maintain records of marks awarded for each task identified as part of the HSC assessment program.
- Schools should maintain a central register of all tasks, marks and ranks.

## How Will Assessment Information Be Communicated?

### Communication to Students

Students must be told prior to the assessment period:

- NESA requirements for each course.
- The Assessment tasks to be attempted and completed.
- The proportion each task contributes to the final Assessment.

Students will be informed in writing, for each task, what actual components are being assessed and the weightings of each component. Details of the syllabus outcomes being assessed are required for all Board Developed courses.

Following the completion and submission and marking of an Assessment task, students will receive clear feedback on their performance. This advice should indicate:

- students' attainments in the task relative to the outcomes
- students' relative positions within the school group
- cumulative rankings in the course at that time.

Cumulative rankings will be recorded on school reports after major examination periods.

Please note: NESA states that: "Cumulative totals are confidential, and are not to be given to students."

### Communication to Parents of Student Progress

A regular guide to individual student progress will be provided by:

- Teacher comments on assignments, tasks and school reports
- Marks and comments on completed assessment tasks
- Marks and comments for other tasks completed
- School reports after examinations
- Reports made to parents at their request
- Letters sent to parents, regarding student progress.

### Communication to Students and Parents re "Non Completion of an HSC Course"

Please refer to '**N AWARD WARNINGS**'

### School Registration Procedures

The Issuing of Assessment information (including change of schedule) will be recorded in individual teacher mark books to ensure there is a record of student notification. Assessment marks will be recorded in teacher and faculty mark books and on disk. A Central Register will be maintained by the HSC Administrator. It will consist of a written copy of the task, the "agreed mark" for each student, the rank for each student in that task and the cumulative rank for each student in that class, following that assessment task. The central register will also contain all applications for variations to the published the assessment schedule, approval from the HSC Administrator for each variation and the variation notification, signed by all students in the course. This acknowledges receipt of the advice of approved variation to the published Assessment schedule.

## Absence on the day before or the day of an assessment task

The NSW Educational Standards Authority (NESA) expects students to undertake ALL set assessment tasks. They also expect the school to enforce NESA rules and be consistent and fair.

Students who are absent from school, do not attend class/es, or work on tasks in other lessons **THE DAY BEFORE OR ANY PART OF THE DAY OF** an assessment task are deemed to have gained an unfair advantage.

Students who are absent for all or any part of the day of or day before an assessment task must follow the steps below. Alternatively, evidence of a serious, unavoidable occurrence must be provided to the Head Teacher of the subject, before the student is permitted to take part in, or submit an assessment.

If a student is absent **the day before or on the day** an assessment task or examination is to be held or handed in, the following procedures **MUST** be followed:

**STEP 1. Call the school:** students must telephone or arrange a parent or guardian to telephone, (NOT SMS) prior to the task due date/time on the school number 9874 6544, to:

- inform the Head Teacher of the subject of your illness and inability to sit the assessment task
- check with the Head Teacher of the subject how to email/submit your assessment task or the date at which a test or performance will be rescheduled.

**STEP 2. Download, print and complete the *Illness/Misadventure Application Form* on the same day as the missed task:** take this form to the relevant medical practitioner or professional to complete all relevant sections of the application **on the same day as the missed task**. The application form consists of two pages. Both pages must be completed.

**STEP 3. Attach Evidence:** Students must attach evidence that covers the day before and/or the day of the assessment task and all other absences until the task is completed. Attach independent documents to the *Illness/Misadventure Application Form*. Pay close attention to all instructions on the *Illness/Misadventure Application Form*. Submitting incomplete forms will jeopardise the success of the application. **Only in serious, very limited circumstances, will evidence other than a medical certificate be accepted.**

**STEP 4. Return to school with completed application:** Students must attend school on the first day not covered by independent evidence. Present the completed *Illness/Misadventure Application Form*, with supporting evidence attached, to the Head Teacher of that course **before school**. You have up to 5 school days from the original task due date to provide any extra supporting documentation you may have to the Head Teacher.

A judgement regarding the missed assessment, will be made by the Head Teacher of the subject, who will complete the Head Teacher section of the form. The student will be informed of this decision within 5 school days of the lodgement of the *Illness/Misadventure Application Form*. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or awarded **zero** marks. A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

A student will be able to submit an assessment on the day that he/she returns to school, **ONLY** if this was the negotiated agreement when the absence was notified to the Head Teacher and Deputy Principal. If an extension of time is granted this will be clearly stated on the *Illness/Misadventure Application Form*. Any extension of time granted will not exceed the period of absence.

Where there is **no valid reason** or the procedures have not been followed for non-completion of an assessment task, a **mark of zero** will be recorded for that task. If this occurs the student's parents/guardians will be informed, with a N-Award Warning Letter for 'non completion of a task' being issued to the student and a copy sent to the parents/guardians. Students will be given two weeks to complete the task so as to avoid further 'Non completion' warnings.

In following these procedures, the school can best support you to complete the task without incurring any penalties and be fair to all students.

## Misadventure

Misadventure includes events such as funerals of immediate family members, severe sickness and accidents. Misadventure **DOES NOT** include being late, running out of petrol, airport farewells, religious holidays, misreading of the exam timetable, assessment schedule or assessment task.

If you have a misadventure that causes you to miss school on the day or part of the day an assessment is due to be completed or submitted, you must complete Section 2 of the *Illness/Misadventure Application Form* and submit it to the relevant Head Teacher on your **FIRST DAY back at school**.

If your misadventure appeal is successful you will be given an alternative task (not usually the same task) at the discretion of the Head Teacher.

If you do not follow these requirements, you will receive a zero unless there are exceptional circumstances that have been referred to the Assessment Appeals Committee.

## Penalties in relation to assessment tasks

A mark of **zero** will be awarded to any student who:

- **cheats (or assists others in cheating)** during an assessment task/examination
- **plagiarises:** copies work or attempts to represent the work of another student as his/her own
- **disrupts** an in-school assessment task so that the concentration of fellow students is affected
- presents an assessment task which is considered **objectionable or a non-serious attempt** (the task attempt does not meet the criteria listed or descriptors for performance)
- **is absent from any class** in order to complete an assessment task by the due date.

In cases of **PROVEN DISHONESTY** the **Principal will be notified** and the school's discipline code will be followed. Any actions of deceit will result in a **zero** mark for the task and will place your HSC at risk. The incident will be **recorded on NESA's register of malpractice**.

## Non-serious attempt

If you fail to make a serious attempt at a task (your attempt does not meet the criteria listed or descriptors for performance), you will be given a formal warning of Non-completion, which could jeopardise your completion of the HSC course. In addition, you will be required to re-sit, re-submit or perform the task in order to meet course requirements.

## Final Assessments

Final assessment marks are the result of student performance in all assessment tasks that covered the range of outcomes of the course. The final assessment marks are used to indicate the **rank of students** in relation to each other and the **gap** between them.

The rank and gap of students provide the school with the order of merit in each course.

## Assessment review

Students who consider that their rank in any course is not correct may seek a school review. An assessment review focuses on the **procedures** for determining the final assessment mark. Students are not entitled to seek a review of a teacher's judgement of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review. A review will ascertain whether:

- Procedures used to determine the final assessment mark conform with the stated assessment program
- Computational or other clerical errors have occurred.

Reviews will be carried out by the Assessment Appeal Committee, a panel consisting of a Deputy Principal and two Head Teachers.

## Non-completion of course warnings (N-Award Warning Letters)

Non-completion warnings (N-Award Warning Letters) will be issued in writing by Teachers, Head Teachers and Deputy Principals in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If you receive a N-Award warning letter you **must** complete the tasks as detailed in the letter.

If you receive **three N-Award warning letters** in any particular course and you do not complete the tasks it may result in the Principal making an **'N' determination**, which means you have not completed that course and cannot count it towards your HSC or ATAR.

Students who do not comply with the assessment requirements in a course, will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who fail to meet the assessment requirements for the 120 hr HSC course in the corresponding course, will not receive a result in the extension course.

## HSC rankings

You will be given your HSC ranking when each assessment task is returned. You will receive your final ranking in each class at the end of Term 3.

However you will not be given your final assessment mark.

### What happens if there are two or more classes of the same subject?

Where the same assessment task is given to two or more classes, the assessment task and the conditions under which the assessment task is carried out and marked **MUST** be identical.

## HSC Industry Curriculum Framework VET Courses

### Vocation Context

Requirements from the Training Package  
Competency-based assessment

### HSC Context

Requirements from the NESA  
Optional HSC Examination (for 240 – hour courses)

- VET courses let you complete a workplace credential while still at school
- Qualifications are recognised Australia-wide (AQF – Australian Qualifications Framework)

### VET Curriculum Framework, Board Developed Courses

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism Travel and Events

Students must complete 35 hours of mandatory work placement per year for these courses.

### What is a Vocational Education and Training (VET) course?

Senior secondary school students are given the opportunity to study a VET course at school whilst completing the HSC. This allows school students to gain credentials from both NESA in terms of the HSC, and from Northern Sydney Region (NSR) Registered Training Organisation (RTO), in terms of a **nationally recognised qualification**. Students must therefore be assessed under conditions satisfying both the NESA and the Australian Qualification Framework (AQF).

Students can study a VET course in Year 10, Year 11 (Preliminary), Year 12 (HSC) or across a number of years. Students may also study as many VET courses as they wish for the HSC within NESA guidelines. If a student requires an ATAR, only one Curriculum Framework VET Course can be used

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

- NESA units towards Preliminary and/or HSC
- Competencies which lead to a Statement of Attainment (SOA), Certificate I, II or III awarded under the Australian Qualifications Framework (AQF)

## 1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry.

Competency based assessment means that students develop the skills and knowledge described in each unit of competency. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out three varied tasks and combinations of tasks to the standard required in the appropriate industry. There is no final mark awarded in competency based assessment. Students are assessed as either **competent** or **not yet competent**.

Students will be involved in a variety of assessment activities, including theoretical and practical tasks. If students are deemed **not yet competent**, 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:

- WHS requirements
- Cost factors
- Time frame
- Supervision requirements
- 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. Industry Curriculum Framework courses allow students to include a mark from the written HSC examination to be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses.

VET courses will be listed on the HSC Certificate. No mark will be listed for the **achievement of competency**. NESA, on behalf of NSR RTO, will issue the AQF qualification.

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

An estimated examination mark for students entered for the HSC written examination is submitted to NESA by the school. **This mark will be used only in the case of an illness/misadventure appeal.** This will be the Trial HSC Examination mark.

## 3. Workplacement

Workplacement is a **mandatory HSC requirement** of Industry Curriculum Framework VET courses. The 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
- 60 hour course (specialisation) - a minimum of 14 hours in a workplace. This varies with some courses.

**Please note: Students completing 120 hours (2 units) of a 240 hour course must complete the 35 hours of workplacement.**

Failure to comply with HSC mandatory workplacement hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if mandatory hours are not met and result in the issuing of an "N" Determination.

Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies
- Develop appropriate attitudes towards work
- Learn a range of behaviours appropriate to the industry
- Practise skills acquired in the classroom in an industry environment
- Develop additional skills and knowledge, including employability skills.

#### **4. Assessment Schedule**

Information regarding mandatory assessments is set out in the School Assessment Handbook.

#### **5. Appeals Procedure**

Normal school assessment appeals procedures apply for VET courses.

#### **Assessment of Board Developed Courses**

Assessment of most Board Developed courses for the Higher School Certificate involve two forms of assessment:

- A. School-based Assessment in the HSC Course
- B. External NESA Examination (HSC exam)

Both forms of assessment are used in the calculation of final marks in these courses.

#### **Board Endorsed Courses:**

- do not have an HSC exam – school-based assessment is used
- count towards an HSC
- do not contribute to the ATAR
- include some vocational courses egs include Work Studies, Marine Studies, Photography and Sport Lifestyle and Recreation.

#### **Assessment of Board Endorsed courses**

Assessment of Board Endorsed Courses for the Higher School Certificate involves *School-based Assessment* only.

## Appendix 1

### Guidelines for the submission of HSC major projects

**Attention students of:**  
**Design & Technology, English, Industrial Technology, Extension History**  
**Information Processes & Technology, Society & Culture, Visual Arts**

The date for submissions of Major Projects is published by NESA during the HSC year. Students will be provided with this information. Teachers will specify exact times for the final collection of the projects. **It is the student's responsibility to ensure that a project and/or components of that project are completed by the date and time.**

Students are not allowed to work on their project after this date. Other dates for in-school assessment of the progress of major projects will be incorporated into the assessment program for that course.

Time is allocated for students to work on major projects during class time. **However it is expected that students will need to work on these projects at other times under the supervision of the teacher and in negotiation with that teacher.** When students wish to use their study periods for this purpose, written permission from their supervising teacher will be provided. This permission must be noted in the sign-on sheets in the library.

Teachers may choose to provide some extra time for work to be completed during school holidays or after school. This, however, will be at the sole discretion of the teacher. The teacher may set down rules concerning this time, for example, they may set a minimum number of students to be present.

Teachers may also propose an incursion to be held at school for students to have an intensive experience in some aspect of practice in relation to the major project. When students attend school they must be marked 'present' at school. They must not come to school only to work on their major projects unless an official incursion/excursion has been arranged.

**The teacher must be satisfied that the project has been completed by the student.** The process that the student is following must be negotiated with the teacher and evidence that the work is the student's own must be provided.

Guidance by the teacher is crucial to the success of the major project. Time management is essential and it is advisable to complete the work ahead of schedule to allow for minor adjustments if needed.



## Appendix 2

### Ensuring Submitted Work Is Done By the Student

Where an assessment task is research based, safeguards are built into the task to enable the assessor to guarantee that the work submitted is the student's own. Students must submit an **Assessment Task Cover Sheet** (page 65) stating that the work is the student's own. A Bibliography must be provided for ALL research tasks. This includes internet and audio-visual references.

**Students may be required to submit any of the following:**

- A plan of the work soon after the assessment is set
- Work in progress for regular checks or marks
- Answers to questions about the task after it has been submitted. Questions will relate to knowledge displayed or methodology. This may form part of the mark.
- A logbook, process diary or journal. This may contain:
  - a description of procedures employed
  - Log of sequential development of the task
  - Review: self, peer and teacher evaluation of the project and written record of interviews.

Wherever a teacher uses any of the above safeguards it will be applied to each student submitting the research task.

#### Honesty in HSC Assessment - The Standard

This standard sets out NESA's requirements concerning students submitting their own work in HSC assessment. Candidates for the HSC, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use, or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with Board syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

**HSC Rules and Procedures Guide for students**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

**Assessment Certification Examination (ACE)**

<https://ace.nesa.nsw.edu.au/>

**Student Guide**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources>

**HSC Assessments and Submitted Works-Advice to Parents**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide/high-school-hsc>

**HSC: All My Own Work Program**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

**Assessment Advice**

Additional information and advice about all aspects of assessment can be obtained at the school from the Deputy Principal, Careers Adviser, Faculty Head Teachers or from the NESA Liaison Officer.

The NESA Web site is [www.educationstandards.nsw.edu.au/wps/portal/nesa/home](http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home)

## Appendix 3

### Student Commitment

#### Effective use of study periods

**Study periods must be spent in the Library.** You are extremely fortunate to have such a great facility at your disposal. Study periods provide a great opportunity to complete homework, revise and engage in study for tests and assessments. You always have study and revision to do, even if you do not have assessment tasks due.

Study periods **MUST NOT** be spent in the outdoor areas.

All senior students have the responsibility to ensure they use study periods effectively and need to make a commitment that they won't waste this valuable time.

#### Homework, study and work

It is our expectation that all senior students will complete regular nightly homework, revision and study. Research has shown that students who revise their work and prepare for the next lesson at home are far more effective and cope much more easily with the rigour of the HSC.

School should be your number one priority in Year 12. One way that you will demonstrate this is by how much work you do at home and how often you do it. An average of twenty hours homework and study per week is a good guide. This will include a time each night for homework, revision, summary writing, assessment tasks, class assignment and study. Part time work commitments should be balanced with school and sporting commitments.

#### Completion of tasks that do not count for HSC Assessment

Work done in class may not be related to an assessment task. Students are reminded that class work and assignments that are not HSC assessment tasks need to be completed. All class work and tasks are important because they relate to the syllabus and to your full understanding of the course. As always, work set by teachers can and will be used by examiners in the final HSC exams.

It is your responsibility to complete all class work, assignments, revision and research, in addition to HSC assessment tasks.

#### Seeking help

Your performance in the HSC is your responsibility. However, there is support and assistance available to help you. Asking for help is important and crucial to your success. This applies equally to both curriculum and welfare issues. The school will always try to meet your individual needs as long as you communicate with us.

At Marsden High School we CARE for and look after each other. The following people are available to support you:

Year Advisor	NESA Liaison Officer	Learning Support Teacher	Librarian
Classroom teachers	School Counsellor	Careers Adviser	Deputy Principal and Principal

For online assistance you may use:

NESA – <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Reachout – <https://au.reachout.com/>

## Appendix 4

### EXAM RULES AND PROCEDURES

Students must be in **full school uniform** and follow the day-to-day rules of the school.

Students are required to be **outside the hall/exam room at least 10 minutes before the start of the exam**. Students must **line up quietly and wait for directions** from the supervising teacher to enter the hall in an orderly manner.

**All bags are to be left in the foyer area** before entering the hall. Remember not to leave valuables in your bag.

Students are to carry all equipment required for the examination in a **clear plastic sleeve**.

**THERE IS TO BE NO BORROWING DURING THE EXAMINATION.**

**NO pencil cases, dictionaries, mobile phones, programmable watches, count up/down timers or electronic devices** (excluding calculators) are allowed in the hall. **NO whiteout or correction tape** is to be used on exam answer papers.

**Clear plastic water bottles without labels** are allowed in the exam room.

**It is expected that students will go to the toilet and attend to their needs (e.g. jumpers, tissues, food) before entering the hall. The toilet register must be signed by students each time they use the toilet.**

#### DURING THE EXAMINATION

Students must **follow all instructions** given by the supervising teachers.

Students **MUST NOT COMMUNICATE IN ANY FORM** with other students or **MAKE ANY NOISE** after entering the hall.

Once seated, students must complete the attendance slip.

No paper is to be brought into or taken from the examination room including the exam paper.

Students must **write their name** on top of every booklet they use.

Students **must not leave the examination room until the scheduled end of the examination**. If you have completed the examination you must remain seated and quiet.

#### CONSEQUENCES

**If you do not follow rules and you are involved in malpractice during the examination, you may be asked to leave the examination room and be directed to the Deputy Principal.**

**Consequences may include disqualification from the exam, implementation of the school discipline code and communication with parents or guardians.**

**EXAMINATION RULES & PROCEDURES ARE IN PLACE TO ALLOW STUDENTS THE OPPORTUNITY TO PERFORM TO THE BEST OF THEIR ABILITY IN THE BEST ENVIRONMENT.**

# Appendix 5



## MARSDEN HIGH SCHOOL

### Illness / Misadventure Application

### Stage 5 (Year 10) / Stage 6 (Years 11 & 12) Assessment Task

*This form must be used for all Illness/Misadventure Applications.*

**Take this form with you to the professional authority providing supporting documentation. If the professional authority provides independent supporting documentation they must complete Section 1 for an illness or Section 2 for a misadventure.**

Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_ Date of Task: \_\_\_\_\_  
Course: \_\_\_\_\_ Assessment Task: \_\_\_\_\_

Reason for application (please tick): ☐ illness or ☐ misadventure

Category from Student Assessment Booklet (please tick ONE selection from below):

- ☐ Extension to submit or complete an Assessment Task
- ☐ Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity)
- ☐ Absent on the day before an Assessment Task
- ☐ Absent from school on the day an Assessment Task is due to be handed in
- ☐ Absent from school on the day of an Assessment Task
- ☐ Misadventure adversely affected performance during an Assessment Task (*Note: An Illness / Misadventure Application MUST be commenced on the day of the Assessment Task.*)
- ☐ Sick during the completion of an Assessment Task at school. (*Note: A medical certificate MUST be obtained.*)

Student statement (to be completed by the student) outlining details of impact on performance: (*Describe how illness or unforeseen misadventure affected your performance or prevented your attendance*) \_\_\_\_\_

☐ I have attached evidence to support my application (please tick and complete ONE selection from below):

#### Independent Evidence of Illness:

Section 1 of this Application form (see reverse) completed by Dr. \_\_\_\_\_ Dated: \_\_\_\_\_

☐ Medical Certificate (attached) completed by Dr. \_\_\_\_\_ Dated: \_\_\_\_\_

#### Evidence of Misadventure:

☐ Section 2 of this Application form (see reverse) completed by \_\_\_\_\_ Dated: \_\_\_\_\_

☐ Other (please describe): \_\_\_\_\_ Dated: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Head Teacher determination:

- ☐ No loss of marks. Extension granted. Assessment task to be submitted by: \_\_\_\_\_
- ☐ No loss of marks for being absent on the day before an assessment task.
- ☐ No loss of marks. Organise with Head Teacher completion of original task on: \_\_\_\_\_
- ☐ No loss of marks. Organise with Head Teacher completion of substitute task on: \_\_\_\_\_
- ☐ Assessment task to be reduced by \_\_\_\_\_% due to: \_\_\_\_\_
- ☐ An estimate to be awarded.
- ☐ A zero mark to be awarded.

Signature Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**You will be informed of this decision within 5 school days of lodgement of this Illness/Misadventure Application.**

Student acknowledgement of Head Teacher determination: \_\_\_\_\_ Date: \_\_\_\_\_

Parental acknowledgement of Head Teacher determination: \_\_\_\_\_ Date: \_\_\_\_\_

Original to: ☐ Student File in Front Office

Copies to: ☐ Student/parent

☐ Head Teacher(s)

☐ Deputy Principal (Years 10 – 12)



## MARSDEN HIGH SCHOOL

### Evidence of Illness / Misadventure

### Stage 5 (Year 10) / Stage 6 (Years 11 & 12) Assessment Task

*This side of the form can be used to support Illness/Misadventure Applications.*

#### TO THE INDEPENDENT PROFESSIONAL PROVIDING DOCUMENTATION

*Your help in providing information regarding this student's illness is appreciated. This information will assist Marsden High School in the assessment of this illness/misadventure application.*

**Student Name:** \_\_\_\_\_ **Marsden High School Roll Call Class:** \_\_\_\_\_

#### SECTION 1: Independent evidence of Illness: to be completed by a medical practitioner.

Date of onset of illness:

Date(s) and time(s) of consultations / meetings relating to this illness:

Please assess how the student's condition / symptoms could affect their examination / assessment task performance.

☐ **Mild**

☐ **Moderate**

☐ **Severe**

*(If the student is **unable to attend exam/assessment task**, it is essential that you provide full details. If required, please attach extra).*

☐ **Extra attached**

**Details:**

**Examinations / Assessment Tasks: I certify that the student is medically unfit to sit for an examination / assessment task, or to attend school to submit an assessment task, on:**

Any other comments or information which may assist in the assessment of the student's application. ☐ **Extra attached**

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or health professional providing this information:

Place stamp here: (include Provider Number)

Profession:

Place of work / organisation:

Address:

Contact phone:

Signature:

Date:

#### SECTION 2: Evidence of Misadventure: to be completed by a relevant person (like a police officer)

Date of misadventure event:

Description of event:

Name:

Profession:

Place of work / organisation:

Address:

Contact phone:

Signature:

Date:

☐ **Further evidence attached (please describe):** *(e.g. Statutory declaration)* \_\_\_\_\_

## Appendix 6

### A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically analyse/ evaluate</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into

<b><i>Explain</i></b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b><i>Extract</i></b>	Choose relevant and/or appropriate details
<b><i>Extrapolate</i></b>	Infer from what is known
<b><i>Identify</i></b>	Recognise and name
<b><i>Interpret</i></b>	Draw meaning from
<b><i>Investigate</i></b>	Plan, inquire into and draw conclusions about
<b><i>Justify</i></b>	Support an argument or conclusion
<b><i>Outline</i></b>	Sketch in general terms; indicate the main features of
<b><i>Predict</i></b>	Suggest what may happen based on available information
<b><i>Propose</i></b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b><i>Recall</i></b>	Present remembered ideas, facts or experiences
<b><i>Recommend</i></b>	Provide reasons in favour
<b><i>Recount</i></b>	Retell a series of events
<b><i>Summarise</i></b>	Express concisely, the relevant details
<b><i>Synthesise</i></b>	Putting together various elements to make a whole



# ANCIENT HISTORY

COURSE COMPONENTS			WEIGHTING
1. Core Study			25%
2. Personality			25%
3. Ancient Society			25%
4. Historical Period			25%
TASK	DUE	COMPONENT	MARKS
1. In-class research essay	Term 4 Week 5	Historical Period: New Kingdom Egypt to the Death of Thuthmosis IV	20
2. Historical Analysis	Term 2 Week 9	Ancient Personality: Hatshepsut	25
3. Research task and oral presentation	Term 2 Week 4	Core: Cities of Vesuvius	25
4. Trial HSC	Term 3 Week 3/4	Core Study Historical Period Personality Ancient Society	30
TOTAL			100

# BIOLOGY

COURSE COMPONENT (MODULES)			WEIGHTING
Heredity			25%
Genetic change			25%
Infectious disease			25%
Non-infectious disease and disorders			25%
TASK	DUE	COMPONENT	MARKS
1. Depth study	Term 4 Week 9	Heredity	40
2. Research	Term 2 Week 9	Non-infectious disease and disorders	30
4. Trial HSC Examination	Term 3 Week 3/4	Heredity Genetic change Infectious disease Non-infectious disease and disorders	30
<b>TOTAL</b>			<b>100</b>

# BUSINESS STUDIES

COURSE COMPONENTS			WEIGHTING
A. Understanding of course content			40%
A. Stimulus-based skills			20%
B. Inquiry and research			20%
C. Communication in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
1. In-Class Extended Response <ul style="list-style-type: none"> <li>Operations</li> <li>Actual Business Case Study(ies)</li> </ul>	Term 4 Week 9	A, C, D.	20
2. In-Class Business Report <ul style="list-style-type: none"> <li>Marketing &amp; Finance</li> <li>Hypothetical Business</li> <li>Contemporary Business Issues</li> </ul>	Term 1 Week 9	A, B, C, D.	25
3. In-Class Business Report <ul style="list-style-type: none"> <li>Human Resources &amp; Finance</li> <li>Hypothetical Business</li> <li>Contemporary Business Issues</li> </ul>	Term 2 Week 9	A, B, C, D.	25
4. Trial HSC Examination <ul style="list-style-type: none"> <li>ALL FOUR topics</li> <li>3 hours working time</li> <li>M/C + SR + BR +ER</li> </ul>	Term 3 Week 3/4	A, B, D.	30
<b>TOTAL</b>			<b>100</b>

# CHEMISTRY

COURSE COMPONENT (MODULES)			WEIGHTING
Equilibrium and Acid reactions			25%
Acid/Base reactions			25%
Organic Chemistry			25%
Applying chemical ideas			25%
TASK	DUE	COMPONENT	MARKS
1. Depth study	Term 4 Week 3	Acid/Base Reactions	35
2. Practical	Term 2 Week 8	Applying chemical ideas Organic Chemistry	35
3. Trial HSC Examination	Term 3 Week 3/4	Equilibrium and Acid reactions Acid/Base reactions Organic Chemistry Applying chemical ideas	30
<b>TOTAL</b>			<b>100</b>

# CHINESE AND LITERATURE COURSE

COURSE COMPONENTS			WEIGHTING
Speaking			10%
Listening			20%
Reading			40%
Writing			30%
TASK	DUE	COMPONENT	MARKS
Task 1	Term 1 Week 10/11	Listening Reading Writing	25
Task 2	Term 2 Week 3	Speaking Reading	20
Task 3	Term 2 Week 8	Reading Writing Listening	25
Trial HSC	Term 3 Week 3/4	Listening Reading Writing	30
TOTAL			100

# COMMUNITY AND FAMILY STUDIES

COURSE COMPONENTS			WEIGHTING
A – Research Methodology			25%
B – Groups in Context			25%
C - Parenting and Caring			25%
D - Option – -Social Impacts of Technology			25%
TASK	DUE	COMPONENT	MARKS
Research Project	Term 4 Week 10	A	21
Research and Essay	Term 1 Week 5	B	23
Research and Essay	Term 2 Week 8	C	24
Trial HSC Examination	Term 3 Weeks 3/4	A, B, C and D	32
<b>TOTAL</b>			<b>100</b>

# DANCE

COURSE COMPONENTS (Modules)			WEIGHTING
Performance			20%
Composition			20%
Appreciation			20%
Major Study			40%
TASK	DUE	COMPONENT	MARKS
1. <b>Written Core Appreciation</b> Terrain	Term 4 Week 7	Appreciation 10%	10
2. <b>Works in progress</b> <b>Core 1</b> • Performance • Discussion <b>Core 2</b> • Composition • Rationale • Discussion <b>Core 4</b> • Major Project • Discussion & questions	Term 1 Week 10	Performance 10%  Composition 10%  Major Study 20%	40
3. <b>Trial HSC</b> <b>Completed Works</b> <b>Core 1</b> • Performance • Discussion <b>Core 2</b> • Composition • Rationale <b>Core 4</b> • Major Project • Discussion & questions	Term 2 Week 9	Performance 10%  Composition 10%  Major Study 20%	40
4. <b>Written Core Appreciation</b>  Fine Line	Term 3 Trial Period	Appreciation 10%	10
<b>TOTAL</b>			<b>100</b>

# DESIGN AND TECHNOLOGY

COURSE COMPONENTS			WEIGHTING
A. Designing and producing			60%
B. Innovation and Emerging Technologies			40%
TASK	DUE	COMPONENT	MARKS
1. Major Design Project proposal	Term 4 Week 10	A	20
2. Innovation and Emerging Technologies Case Study	Term 2 Week 10	A	20
3. Project Development and Management Report	Term 2 Week 10	A and B	30
4. Trial HSC Exam	Term 3 Week 3/4	A and B	30
<b>TOTAL</b>			<b>100</b>

**NOTE:** The Major Project will be due in at a time determined by the NESA. This date will be advised to students when it is available from the NESA during Term 1 2020.

Also see policy on 'Major Projects'.



# DRAMA

COURSE COMPONENTS (Modules)			WEIGHTING
Making			40%
Performing			30%
Critically Studying			30%
TASK	DUE	COMPONENT	MARKS
<b>1. Performance Essay – Contemporary Australian Drama &amp; Theatre Practice</b> Performance and Logbook  Students select scenes to workshop and discuss based on a given essay topic.	Term 4 Week 10	Making 10%  Performing 5%  Critically Studying 10%	25
<b>2. Work in Progress</b> Logbooks, Performance and Discussion  Students present their IPs associated logbooks, and discuss progress.	Term 1 Week 6	Making 10%  Performing 10%	20
<b>3. Performance Essay – Studies in Drama and Theatre</b> Performance and Logbook  Students select scenes to workshop and discuss based on a given essay topic.	Term 1 Week 11	Making 10%  Performing 5%  Critically Studying 10%	25
<b>4. HSC Trial Examination</b> Logbook, Performance, Written examination  <b>Individual Project and Group Performance</b> Presenting and discussing their Individual Project (not assessed) and Group Performance, and associated logbooks  <b>Written Examination</b> Students sit in a written examination comprising of the 2 content areas Australian Drama and Theatre Practice and Studies in Drama and Theatre.	Term 2 Week 10          Term 3 Week 3/4	Making 10%  Performing 10%          Critically Studying 10%	30
<b>TOTAL</b>			<b>100</b>

# ENGLISH ADVANCED

COURSE COMPONENTS				
Knowledge and understanding of course content				50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes				50%
TASK	DUE	COMPONENT	OUTCOMES	WEIGHTING
<b>Related Text and Reflection</b> <i>Common Module</i>	Term 4 Week 8	A 10% B 15%	EA12-2 EA12-3 EA12-6 EA12-9	25%
<b>Analytical Essay Response</b> <i>Module A</i>	Term 1 Week 8	A 15% B 10%	EA12-1 EA12-3 EA12-5 EA12-8	25%
<b>Multimodal presentation</b> <i>Module C 15%</i> <i>Module B</i>	Term 2 Week 8	A 10% B 15%	EA12-2 EA12-3 EA12-4 EA12-5	25%
<b>Trial HSC Examination</b> <i>Common Module</i> <i>Module A</i> <i>Module B</i> <i>Module C 10%</i>	Term 3 Week 3/4	A 15% B 10%	EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7 EA12-8	25%
<b>TOTAL</b>				<b>100%</b>

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

# ENGLISH STANDARD

COURSE COMPONENTS				
Knowledge and understanding of course content				50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes				50%
TASK	DUE	COMPONENT	OUTCOMES	WEIGHTING
<b>Related Text and Reflection</b> <i>Common Module</i>	Term 4 Week 8	A 10% B 15%	EN12-2 EN12-3 EN12-6 EN12-9	25%
<b>Analytical Essay Response</b> <i>Module B</i>	Term 1 Week 8	A 15% B 10%	EN12-1 EN12-3 EN12-5 EN12-8	25%
<b>Multimodal presentation</b> <i>Module C 15%</i> <i>Module A</i>	Term 2 Week 8	A 10% B 15%	EN12-2 EN12-3 EN12-4 EN12-5	25%
<b>Trial HSC Examination</b> <i>Common Module</i> <i>Module A</i> <i>Module B</i> <i>Module C 10%</i>	Term 3 Week 3/4	A 15% B 10%	EN12-1 EN12-2 EN12-3 EN12-5 EN12-6 EN12-7 EN12-8	25%
TOTAL				100%

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

# ENGLISH STUDIES

COURSE COMPONENTS				
A. Knowledge and understanding of course content				50%
B. Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively				50%
TASK	DUE	COMPONENT	OUTCOMES	WEIGHTING
<b>Related Text and Reflection</b> <i>Common Module 25%</i>	Term 4 Week 8	A 15% B 10%	ES12-1 ES12-2 ES12-3 ES12-4 ES12-7 ES12-8 ES12-10	25%
<b>Group Research Multimodal Presentation</b> <i>Module A: We Are Australian: English in Citizenship, Community and Cultural Identity</i>	Term 1 Week 9	A 10% B 15%	ES12-1 ES12-4 ES12-6 ES12-7 ES12-9	25%
<b>Collection of Classwork</b> <i>All Modules</i>	Term 2 Week 8	A 15% B 15%	ES12-1 ES12-4 ES12-5 ES12-7 ES12-10	30%
<b>Trial HSC Examination</b> <i>Common Module Module A Module C Module F</i>	Term 3 Week 3/4	A 10% B 10%	ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-7 ES12-8 ES12-9	20%
TOTAL				100%

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

# ENGLISH EAL/D

COURSE COMPONENTS				
A. Knowledge and understanding of course content				50%
B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes				50%
TASK	DUE	COMPONENT	OUTCOMES	WEIGHTING
<b>Reading and Writing task based on unseen material, prescribed text and related text</b> <i>Module A: Texts and Human Experiences</i>	Term 4 Week 8	A 10% B 15%	EAL12-1A EAL12-1B EAL12-3 EAL12-4 EAL12-5 EAL12-6 EAL12-7	25%
<b>Speaking and Listening task using prescribed text (multimodal presentation)</b> <i>Module B: Language, Identity and Culture</i>	Term 1 Week 8	A 15% B 10%	EAL12-1A EAL12-3 EAL12-4 EAL12-5 EAL12-6 EAL12-7 EAL12-8	25%
<b>Imaginative writing with written annotations</b> <i>Module D: Focus on Writing</i>	Term 2 Week 3	A 10% B 15%	EAL12-2 EAL12-3 EAL12-4 EAL12-5 EAL12-6 EAL12-7 EAL12-9	25%
<b>Trial HSC Examination</b> <i>Modules A, B, C and D</i>	Term 3 Week 3/4	A 15% B 10%	EAL12-1A EAL12-3 EAL 2-4 EAL12-5 EAL12-7 EAL12-8	25%
<b>TOTAL</b>				<b>100%</b>

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

# GEOGRAPHY

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			40
B. Geography tools and skills			20
C. Geographical inquiry and research, including fieldwork			20
D. Communication of geographical information, ideas and issues in appropriate forms			20
TASK	DUE	COMPONENT	MARKS
Extended Response In-Class Mega Cities	Term 4 Week 7	A, D	20
Topic Test World Cities, Urban Dynamics, Ecosystem Management & Protection	Term 1 Week 8	A, B	25
Fieldwork Report & Extended Response Ecosystem Case Studies	Term 2 Week 7	B, C, D	25
HSC Trial Examination	Term 3 Weeks 3/4	A, B, C, D	30
<b>TOTAL</b>			<b>100</b>

# INDUSTRIAL TECHNOLOGY MULTIMEDIA

COURSE COMPONENTS			WEIGHTING
Industry Study			20%
Design, Planning and Management			20%
Communication			10%
Industry Specific Content			50%
TASK	DUE	COMPONENT	MARKS
Designing and Planning Presentation	Term 4 Week 8	Designing and Planning Management	20
Product Analysis	Term 1 Week 9	Industry Specific Content	20
Industry Study Assignment	Term 2 Week 9	Industry Study Workplace Communications Industry Specific Content	30
Trial HSC Written Examination	Term 3 Week 3/4	Industry Study Design, Planning and Management Workplace Communications	30
Major Project and Portfolio	Term 3 TBA	NESA external marking criteria	External marking
TOTAL			100

**NOTE: The Major Project will be due in at a time determined by the NESA. This date will be advised to students when it is available from the NESA during Term 1 2020.**

**Also see policy on 'Major Projects'.**

# INDUSTRIAL TECHNOLOGY

## Timber Products and Furniture Technologies

COURSE COMPONENTS			WEIGHTING
Industry Study			20%
Design, Planning and Management			20%
Communication			10%
Industry Specific Content			50%
TASK	DUE	COMPONENT	MARKS
Designing and Planning Presentation	Term 4 Week 10	Designing and Planning Presentation	20
Product Analysis	Term 1 Week 4	Industry Specific Content	20
Industry Study Assignment	Term 2 Week 6	Industry Study Workplace Communications Industry Specific Content	30
Trial HSC Written Examination	Term 3 Week 3/4	Industry Study Design, Planning and Management Workplace Communications	30
Major Timber Project and Portfolio	Term 3 TBA	NESA external marking criteria	External marking
<b>TOTAL</b>			<b>100</b>

**NOTE:** The Major Project will be due in at a time determined by the NESA. This date will be advised to students when it is available from the NESA during Term 1 2020.

Also see policy on 'Major Projects'.



# JAPANESE BEGINNERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
1. Response in English to written texts	Term 4 Week 8	Reading	10
2. Response in English to spoken texts/speech	Term 1 Week 7	Listening Speaking	35
3. Response in Korean to a written text	Term 2 Week 6	Reading Writing	25
4. Trial HSC	Term 3 Week 3/4	Listening Speaking Reading Writing	30
TOTAL			100

# KOREAN BEGINNERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
1. Response in English to written texts	Term 4 Week 8	Reading	10
2. Response in English to spoken texts/speech	Term 1 Week 7	Listening Speaking	35
3. Response in Korean to a written text	Term 2 Week 6	Reading Writing	25
4. Trial HSC	Term 3 Week 3/4	Listening Speaking Reading Writing	30
<b>TOTAL</b>			<b>100</b>

# LEGAL STUDIES

COURSE COMPONENTS			WEIGHTING
Core - Crime			30%
Core - Human Rights			20%
Option - Family			25%
Option - TBA			25%
TASK	DUE	COMPONENT	MARKS
1. Media File and Essay	Term 4 Week 6	Core: Crime	20
2. In-class Essay	Term 1 Week 7	Option - Family	25
3. Research Task and In-class Short Answer	Term 2 Week 8	Core : Human Rights	25
4. Trial HSC	Term 3 Week 3/4	Core: Crime Core: Human Rights Option - Family Option - Consumers	30
TOTAL			100

# MATHEMATICS EXTENSION 1

COURSE COMPONENTS			WEIGHTING
A. Understanding, Fluency and Communication			50%
B. Problem-solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
1. Assessment Task 1	Term 4 Week 8	A and B	10
2. Assessment Task 2	Term 1 Week 4	A and B	15
3. Assessment Task 3	Term 2 Week 7	A and B	10
4. Trial HSC Examination	Term 3 Week 3/4	A and B	15
<b>TOTAL</b>			<b>50</b>

## MATHEMATICS EXTENSION 2

COURSE COMPONENTS			WEIGHTING
C. Understanding, Fluency and Communication			50%
D. Problem-solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
1. Assessment Task 1	Term 4 Week 9	A and B	20
2. Assessment Task 2	Term 1 Week 8	A and B	30
3. Assessment Task 3	Term 2 Week 7	A and B	20
4. Trial HSC	Term 3 Week 3/4	A and B	30
<b>TOTAL</b>			<b>100</b>

# MATHEMATICS ADVANCED

COURSE COMPONENTS			WEIGHTING
E. Understanding, Fluency and Communication			50%
F. Problem-solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
1. Assessment Task 1	Term 4 Week 8	A and B	20
2. Assessment Task 2	Term 1 Week 4	A and B	30
3. Assessment Task 3	Term 2 Week 7	A and B	20
4. Trial HSC	Term 3 Week 3/4	A and B	30
<b>TOTAL</b>			<b>100</b>

# MATHEMATICS STANDARD 1

COURSE COMPONENTS			WEIGHTING
A. Understanding, Fluency, Communication			50%
B. Problem solving, Reasoning, Justification			50%
TASK	DUE	COMPONENT	MARKS
1. Assessment Task 1	Term 4 Week 8	A and B	20
2. Assessment Task 2	Term 1 Week 8	A and B	20
3. Assessment Task 3	Term 2 Week 8	A and B	30
1. Trial HSC	Term 3 Week 3/4	A and B	30
TOTAL			100

## MATHEMATICS STANDARD 2

COURSE COMPONENTS			WEIGHTING
A. Concepts , Skills and Techniques			50%
B. Reasoning and Communication			50%
TASK	DUE	COMPONENT	MARKS
1. Assessment Task 1	Term 4 Week 8	A and B	15
2. Assessment Task 2	Term 1 Week 8	A and B	25
3. Assessment Task 3	Term 2 Week 8	A and B	20
4. Trial HSC	Term 3 Week 3/4	A and B	40
<b>TOTAL</b>			<b>100</b>



# MODERN HISTORY

COURSE COMPONENTS			WEIGHTING
Knowledge and understanding of course content			40%
Historical skills in the analysis and evaluation of sources and interpretations			20%
Historical inquiry and research			20%
Communication of historical understanding in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
1. Source Portfolio	Term 4 Week 9	Power and Authority in the Modern World	20
2. Historical Analysis and Presentation	Term 1 Week 9	National Study	25
3. Research Essay	Term 2 Week 6	Peace and Conflict	25
4. Trial HSC	Term 3 Week 3/4	All components	30
<b>TOTAL</b>			<b>100</b>

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COURSE COMPONENTS			WEIGHTING
Core 1: Health Priorities in Australia			30%
Core 2: Factors Affecting Performance			30%
Option 3: Sports Medicine			20%
Option 4: Improving Performance			20%
TASK	DUE	COMPONENT	MARKS
1. Report	Term 4 Week 8	Option 3 + Option 4	30
2. Research + Essay	Term 1 Week 10/11	Core 2	20
3. Research + Essay	Term 2 Week 8	Core 1	20
4. Trial HSC Exam	Term 3 Week 3/4	Core 1 Core 2 Option 3 + Option 4	30
<b>TOTAL</b>			<b>100</b>

# PHYSICS

COURSE COMPONENT			WEIGHTING
Advanced mechanics			25%
Electromagnetism			25%
The nature of light			25%
From the Universe to the atom			25%
TASK	DUE	COMPONENT	MARKS
1. Literature review	Term 4 Week 8	Advanced mechanics	10
2. Depth Study	Term 1 Week 9	Electromagnetism	30
3. Practical Examination	Term 2 Week 8	The nature of light	30
4. Trial HSC Examination	Term 3 Week 3/4	Advanced mechanics Electromagnetism The nature of light From the Universe to the atom	30
TOTAL			100

# SOCIETY AND CULTURE

COURSE COMPONENT			WEIGHTING
A. Knowledge and understanding of course content			50%
B. Application and evaluation of social and cultural research			30%
C. Communication of information, ideas and issues in appropriate			20%
TASK	DUE	COMPONENT	MARKS
1. Oral report on Personal Interest Project – Documentation of the processes of the PIP	Term 4 Week 9	B, C	20
2. Core and Depth Study 1: Buddhism Research Task	Term 1 Week 8	A, B, C	30
3. Depth Study 2: Popular Culture Future Study	Term 2 Week 5	B, C	20
4. Trial HSC Examination - Core - Depth Study 1 - Depth Study 2	Term 3 Week 3/4	A, B, C	30
<b>TOTAL</b>			<b>100</b>

# SOFTWARE DESIGN AND DEVELOPMENT

COURSE COMPONENTS			WEIGHTING
Knowledge and understanding of course content			50%
Knowledge and skills in the design and development of software solutions			50%
TASK	DUE	COMPONENT	MARKS
1. Assessment Task 1 Research Task	Term 1 Week 9	A and B	20%
2. Assessment Task 2 In class Task	Term 2 Week 4	A and B	25%
3. Assessment Task 3 Major Project	Term 3 Week 7	A and B	25%
4. Yearly Examination	Term 4 Week 3/4	A and B	30%
<b>TOTAL</b>			<b>100%</b>

# SPORT, LIFESTYLE AND RECREATION

COURSE COMPONENTS			WEIGHTING
Module 1: Resistance Training			25%
Module 2: Healthy Lifestyle			25%
Module 3: Game and Sports Applications II			25%
Module 4: Sports Administration			25%
TASK	DUE	COMPONENT	MARKS
1. Practical Assessment	Term 4 Week 6/7	Resistance Training	25
2. Presentation	Term 1 Week 4	Healthy Lifestyle	25
3. Practical Assessment	Term 2 Week 7	Games and Sport Applications II	25
4. Coaching session and report	Term 3 Week 1	Sports Administration	25
<b>TOTAL</b>			<b>100</b>

# VISUAL ARTS

COURSE COMPONENTS (Modules)			WEIGHTING
Art Making			50%
Art Writing			50%
TASK	DUE	COMPONENT	MARKS
<b>1. Development of the Body of Work</b> Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame	Term 4 Week 9	Art Making 10%  Art Writing 15%	20
<b>2. Essay and Development of the Body of Work</b> Extended written research response. Visual arts Process Diary and class work/Folio	Term 1 Week 10	Art Writing 15%  Art Making 15%	30
<b>3. Research in Class Essay</b> Open Book	Term 2 Week 9	Art Writing 10%	10
<b>4. Trial HSC Body of Work</b>  Written	Term 2 Week 10  Term 3 Week 3/4	Art Making 25%  Art Writing 15%	40
<b>TOTAL</b>			<b>100</b>

## **VET BUSINESS SERVICES**

**INSERT BUSINESS SERVICES SCHEDULE**



**VET CONSTRUCTION**

**INSERT CONSTRUCTION SCHEDULE**

## **VET HOSPITALITY**

**INSERT HOSPITALITY SCHEDULE**

## **VET RETAIL**

### **INSERT RETAIL SCHEDULE**

## Year 12 Assessment Calendar

Term 4 2019		14.10.19 – 18.12.19	10 weeks
Week Ending		Course	
1.	18 October		
2.	25 October		
3.	1 November	Chemistry	
4.	8 November		
5.	15 November	Ancient History	
6.	22 November	Legal Studies Sport, Lifestyle and Recreation	
7.	29 November	Dance Sport, Lifestyle and Recreation	
8.	6 December	English Advanced English EAL/D English Studies English Standard Industrial Technology Multimedia Japanese Beginners Korean Beginners Mathematics Advanced Mathematics Extension 1 Mathematics Standard 1 Mathematics Standard 2 PDHPE Physics	
9.	13 December	Biology Business Studies Mathematics Extension 2 Modern History Society & Culture Software Design & Development Visual Arts	
10.	20 December	Community & Family Studies Drama Design & Technology English Ext 2 Industrial Technology Timber Products	

## Year 12 Assessment Calendar

Term 1 2020		27.1.20 – 10.4.20	11 WEEKS
Week Ending		Course	
1.	31 January		
2.	7 February		
3.	14 February		
4.	21 February	Industrial Technology Timber Products Mathematics Advanced Mathematics Extension 1 Software Design & Development Sport, Lifestyle and Recreation	
5.	28 February	Community & Family Studies	
6.	6 March	Drama	
7.	13 March	Japanese Beginners Korean Beginners Legal Studies	
8.	20 March	English Advanced English EAL/D English Standard Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2 Society & Culture	
9.	27 March	Business Studies English Studies Industrial Technology Multimedia Modern History Physics	
10.	3 April	Chinese and Literature Course (week 10 or 11) Dance Design and Technology English Ext 1 Visual Arts PDHPE	
11	10 April	Chinese and Literature Course (week 10 or 11) Drama PDHPE	

## Year 12 Assessment Calendar

Term 2 2020		27.4.20 – 3.7.20	10 weeks
Week Ending		Course	
1.	1 May		
2.	8 May		
3.	15 May	Chinese and Literature Course English EAL/D	
4.	22 May	Ancient History	
5.	29 May	Society & Culture	
6.	5 June	Industrial Technology – Timber Products Japanese Beginners Korean Beginners Modern History	
7.	12 June	Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 Software Design & Development Sport, Lifestyle and Recreation	
8.	19 June	Chemistry Chinese and Literature Course Community & Family Studies English Advanced English Ext 1 English Studies English Standard Legal Studies Mathematics Standard 1 Mathematics Standard 2 Physics PDHPE	
9.	26 June	Ancient History Biology Business Studies Dance English Ext 2 Industrial Technology Multimedia Visual Arts	
10.	3 July	Design and Technology Drama	

## Year 12 Assessment Calendar

Term 3 2020		20.7.20 – 25.9.20	10 weeks
Week Ending		Course	
1.	24 July	Sport, Lifestyle and Recreation	
2.	31 July		
3.	7 August	Trial HSC	
4.	14 August	Trial HSC	
5.	21 August		
6.	28 August	English Ext 2	
7.	4 September		
8.	11 September		
9.	18 September		
10.	25 September		







MARSDEN HIGH SCHOOL

## Assessment Task Cover Sheet

Instructions:

1. Student completes this cover sheet
2. Cover Sheet is securely attached to the front of the assessment task
3. If unsigned, this assignment will be returned, unmarked.

Teacher:		Student Name:	
Assessment Task:			
<hr/>			
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The following evidence has been provided to support this task as my own work:			
<b>Date and Time Due:</b>			
I hereby certify that this assessment task is my own work and or/research. I have acknowledged all reference material and sources used in the preparation of this assessment task. I have not copied the work of other students and/or other persons.			
<hr/>			
Signature of Student			
<b>FOR TEACHER USE ONLY</b>			
<b>Date Received</b>		<b>Result</b>	
<b>Teacher's comments</b>			
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