



MARSDEN HIGH SCHOOL



**Preliminary HSC Course Assessment  
for the  
HIGHER SCHOOL CERTIFICATE  
2018 - 2019**



**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.

*Learning today, shaping tomorrow*



## Message to the HSC student

Congratulations on starting your HSC studies. The next two years will be exciting and rewarding. By now you will realise that you will need to make a dedicated commitment if you want to achieve your personal best HSC in 2019.

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

- NSW Education Standards Authority (NESA)
- Department of Education and Communities and

Specific information applying to Year 11 students at Marsden High School.

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

## Message to HSC Parent/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.



## 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.

### 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 (the only exception is English Studies)
- count towards an HSC
- may count towards the Australian Tertiary Admission Rank (ATAR)
- include some Vocational Education and Training (VET) framework courses
- include Life Skills courses.

### 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.

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

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

- *School-based Assessment in the HSC Course*
- *External NSW Education Standards authority Examination (HSC exam)*

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

## **Board Endorsed Courses:**

- do not have a 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.

## **Confirmation of 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 an **Approval for change of subject** form (a pink form available from the NESA Liaison Officer in the school, Mr Lustica)

It is **the student's responsibility** to ensure you are studying at least 12 units in Year 11, including 6 Board Developed units. You should also ensure that you have at least **10 units** of Board Developed subjects to gain an ATAR (if required). When the NESA Liaison Officer, Mr Lustica gives you a **Confirmation of entry** form from the NSW Education Standards Authority (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 the next 2 years.

## **School-based Assessment**

This Assessment 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.

## Assessment Coordinator

The Deputy Principal is the Assessment Coordinator. This Deputy Principal produces the *Preliminary and HSC Assessment Policy and Program*, determines the procedures to be followed by students who have missed assessment tasks, convenes the Assessment Review 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 the NESA** – this means 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 assessments tasks
- b) **applied themselves with diligence and sustained effort** – this means that you 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 doing the work, handing in the assignments and class work and being able to show that you understand 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 4)

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

## Weighting 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

**You will be given at least two weeks' notice of a formal assessment 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<sup>th</sup> 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 published 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 Half Yearly or 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 etc. **Students need to notify the Learning Support Teacher, Ms Howes of their request for special provisions and provide medical evidence which will then be submitted to the NESA for approval, before special provisions can be granted.**

The 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. They use School-based Assessment, to provide a Profile of Attainment for each course.

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

The 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 or who do not attend class/es for **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 before an assessment task must follow the steps below. Alternatively, evidence of a serious, unavoidable occurrence must be provided to the Deputy Principal, 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.

Students must telephone or arrange a parent or guardian to **telephone, (NOT SMS) the Deputy Principal prior to the task to:**

- inform the Deputy Principal of your illness and inability to sit for the assessment task



- give the Deputy Principal an email address to which they can send the *Marsden High School Medical Certificate*
- check with the Deputy Principal how to email your assessment task to your class teacher.

On the students return to school:

- the student **must** report to the Deputy Principal **BEFORE SCHOOL ON THE NEXT SCHOOL DAY**. **Evidence must be presented as to why the task was missed. A Medical Certificate stating the reasons for absence and stamped by your Doctor is to be provided, along with the *Marsden High School Medical Certificate*.**  
**Only in serious, very limited circumstances, will evidence other than a medical certificate be accepted.**
- a judgement regarding the missed assessment, will be made by the Deputy Principal who will issue the student with a ***Missed Assessment*** form. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or a 0. The student must take the completed form to the teacher in charge of the assessment **immediately** after seeing the Deputy Principal.
- 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 Deputy Principal. If an extension of time is granted this will be clearly stated on the *Missed Assessment* 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 an 'N' warning letter being issued to the student and a copy sent to the parents/guardians. Students will be given 2 weeks to complete the task so as to avoid further 'N' 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**.

## Submitting Assessment Tasks

All written assessment tasks must have the **Submission of Assessment Material Sheet (Page 49)** securely attached to the front of the task.

## 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 submit a '*Sickness/Misadventure Declaration*' Form (available from the Deputy Principal) 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 Deputy Principal.

## **Penalties in relation to assessment tasks**

A mark of zero (0) 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 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**
- **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 0 mark being awarded for the task and will place your HSC at risk.**

### **Non-serious attempt**

If you fail to make a serious attempt at a task, you will be given a formal warning of a non-serious attempt which could jeopardise your completion of the HSC course. A task deemed to be a 'non serious' attempt will result in a 0 mark and an N warning. In addition, you may be required to re-sit or re-submit the task.

## **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 a panel consisting of the Deputy Principal, the Head Teacher, classroom teacher of the subject concerned and the appropriate Year Adviser.



## **N Award Warnings**

The Principal will give you and your parents/carers written 'N' warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If you receive an 'N' warning letter you must complete the tasks as detailed in the letter.

If you receive **three 'N Award' warnings** in any particular course and you do not complete the tasks it may result in an **N determination**, which means you have not completed that course and can not 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.**

## **Rankings**

You will be given your ranking when each assessment task is returned. You will receive your final ranking in each class at the end of Term 3, Year 12.

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.

## **The Record of School Achievement (RoSA)**

The Record of School Achievement (RoSA) has replaced the School Certificate. The NSW Education Standards Authority produces a RoSA Certificate for Year 10 students who indicated they are leaving school at the end of the year and for students who leave school before the final HSC exams.

### **How can I access my RoSA results?**

All Year 11 students are able to access their RoSA results and their Student eRecord, provided that they have activated their [Students Online](#) account using the email address supplied by the school. The Student eRecord is a record of results in Stage 5 courses in pdf form. It includes grades awarded by the school for all Stage 5 courses, and VET competencies and Life Skills outcomes achieved, where appropriate. It also indicates whether or not the student was eligible for the Record of School Achievement (RoSA). Student eRecords are available for any student who has satisfactorily completed one or more Stage 5 course.

### **What happens if I decide to leave school?**

Year 11 students who decide to leave school, will be mailed formal Record of School Achievement credentials (or a Transcript of Study for those not eligible for the RoSA) to their home address. If students leave school at the end of year 11 the RoSA certificate or transcript will include completed year 11 courses.

Students will also have the option of completing online tests in literacy and numeracy offered by the NSW Board of Studies at designated times throughout the year.



Students who are considering leaving school should talk to the Year Adviser and the Careers Adviser for further information.

### **Punctuality and Attendance**

All students are expected to attend school every school day unless they are sick or there are special circumstances that are communicated to the school.

Students who have signed the *Application to arrive late/leave early form* are entitled to leave early if they have a study period last period. Any variation to attendance requires students to **sign in or sign out at the front office** so that we can exercise our duty of care to each student.

**Under no circumstances are students to leave the school during the day without the permission of the Deputy Principal.**



## 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 the NSW Education Standards Authority 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 **Submission of Assessment Material Sheet** 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 may 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.



## 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, and revision and to 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 11 and 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 period each night for homework, revision, summary writing, assessment tasks, class assignments 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 directly 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 assessments tasks

#### Seeking help

Your performance in the Preliminary 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

Learning Support Teacher

Classroom teachers

NESA Liaison Officer

Librarian

School Counsellor



Careers Adviser  
Deputy Principal and  
Principal

Stage 6 Mentor Mr N Milner

For online assistance you may use:

NSW Education Standards Authority – [www.boardofstudies.nsw.edu.au/](http://www.boardofstudies.nsw.edu.au/)

HSC online – [hsc.csu.edu.au/](http://hsc.csu.edu.au/)

Reachout – [www.reachout.com.au/home.asp](http://www.reachout.com.au/home.asp)



## Appendix 4

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



## ANCIENT 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
Source Study	Term 1 Week 6	Investigating Ancient History	30
Historical Investigation	Term 2 Week 8	Historical Investigation	40
Yearly Examination	Term 3 Week 8/9	Investigating Ancient History Features of Ancient Societies	30
TOTAL			100



## BIOLOGY

TASK	DUE	COMPONENT	MARKS
Practical Investigation	Term 1 Week 9	The Local Cells as the basis of life	<b>30</b>
Depth Study	Term 2 Week 10	Organisation of Living Things/Biological diversity	<b>30</b>
Yearly Examination	Term 3 week 8/9	The Local Cells as the basis of life  Organisation of Living Things/Biological diversity	<b>40</b>
<b>TOTAL</b>			<b>100</b>



## BUSINESS STUDIES

COURSE COMPONENTS			WEIGHTING
A. Understanding of course content			40%
B. Stimulus-based skills			20%
C. Inquiry and research			20%
D. Communication in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
1. Extended Response - Research-based - Actual Business Case Study - Contemporary Business Issues	Term 1 Week 9	A, C, D	30
2. Business Report - Research-based - Hypothetical Business - Contemporary Business Issues	Term 2 Week 4	A, B, C, D	40
3. Yearly Examination - Multiple Choice - Short Response - Business Report	Term 3 Week 8/9	A, B, D	30
<b>TOTAL</b>			<b>100</b>



## CHEMISTRY

TASK	DUE	COMPONENT	MARKS
Practical Investigation	Term 1 Week 9	Properties and Structures of matter	<b>30</b>
Depth Study	Term 2 Week 9	Quantitative Chemistry Reactive Chemistry	<b>30</b>
Yearly Examination	Term 3 week 8/9	Properties and Structure of Matter  Quantitative Chemistry Reactive Chemistry Drivers of Reactions	<b>40</b>
<b>TOTAL</b>			<b>100</b>



## CHINESE AND LITERATURE

COURSE COMPONENTS			WEIGHTING
Listening			20%
Reading			40%
Writing			30%
Speaking			10%
TASK	DUE	COMPONENT	MARKS
Task 1 Individual Youth Culture	Term 1 Week 9/10	Reading - 10 Speaking - 10	20
Task 2 Individual and Community Youth Culture	Term 2 Week 1/2	Listening - 10 Reading - 15 Writing - 15	40
Task 3 Yearly Examination Individual Youth Cultural Global	Term 3 Week 8/9	Listening - 10 Reading - 15 Writing - 15	40
<b>TOTAL</b>			<b>100</b>



## COMMUNITY AND FAMILY STUDIES

COURSE COMPONENTS			WEIGHTING
A. Resource Management			20%
B. Individuals and Groups			40%
C. Families and Communities			40%
TASK	DUE	COMPONENT	MARKS
Written Response	Term 1 Week 6	A	20
Written Response	Term 2 Week 8	B	40
Yearly Examination	Term 3 Week 8/9	A, B and C	40
TOTAL			100



## DANCE

COURSE COMPONENTS			WEIGHTING
Performance			40%
Appreciation			30%
Composition			30%
TASK	DUE	COMPONENT	MARKS
Performance Dance Oral task and Logbook	Term 1 Week 10	A	40
Written Examination	Term 2 Week 10	B	30
Composition Dance and Logbook	Term 3 Week 8/9	C	30
TOTAL			100



## DRAMA

COURSE COMPONENTS			WEIGHTING
A. Making			40%
B. Performing			30%
C. Critically Studying			30%
TASK	DUE	COMPONENT	MARKS
Duologue Performance + Research Essay	Term 1 Week 9	Making (10) Performing (10) Critically Studying (20)	40
Group Performance + Logbook	Term 2 Week 6	Making (10) Performing (20)	30
Design Task: Director's Folio	Term 3 Week 4	Making (20) Critically Studying (10)	30
TOTAL			100



## DESIGN AND TECHNOLOGY

COURSE COMPONENTS			WEIGHTING
A. Knowledge of course content			40%
B. Knowledge and skills in designing, managing, producing and evaluating design projects			60%
TASK	DUE	COMPONENT	MARKS
Designer case study	Term 1 Week 10	A and B	20
Preliminary Project	Term 2 Week 10	A and B	40
Yearly Examination	Term 3 Week 8/9	A and B	40
TOTAL			100



## ENGLISH ADVANCED

COURSE COMPONENTS			WEIGHTING
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	MARKS
Creative writing with reflection Reading to Write	Term 1 Week 10	A (15%) B (15%)	30
Interactive ICT presentation (multimodal presentation) Narratives that Shape Our World	Term 2 Week 9	A (20%) B (20%)	40
Yearly Examination	Term 3 Week 8/9	A (15%) B (15%)	30
TOTAL			100



## ENGLISH STANDARD

COURSE COMPONENTS			WEIGHTING
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	MARKS
Creative writing with reflection Reading to Write	Term 1 Week 10	A (15%) B (15%)	30
Interactive ICT presentation (multimodal presentation) Contemporary Possibilities	Term 2 Week 9	A (20%) B (20%)	40
Yearly Examination	Term 3 Week 8/9	A (15%) B (15%)	30
TOTAL			100



## ENGLISH EAL/D

COURSE COMPONENTS			WEIGHTING
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	MARKS
Portfolio	Term 1	A (15%)	30
Language and Texts in Context	Weeks 10	B (15%)	
Multimodal presentation (including listening)	Term 2	A (20%)	40
Close Study of Text	Week 8	B (20%)	
Yearly Examination	Term 3	A (15%)	30
	Week 8/9	B (15%)	
TOTAL			100



## ENGLISH EXTENSION 1

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of texts and why they are valued			50%
B. Skills in complex analysis composition and investigation			50%
TASK	DUE	COMPONENT	MARKS
Creative Response	Term 1 Weeks 10	A (15%) B (15%)	30
Multimodal forum	Term 2 Week 9	A (20%) B (20%)	40
Yearly Examination	Term 3 Week 8/9	A (15%) B (15%)	30
TOTAL			100



## FOOD TECHNOLOGY

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			40%
B. Knowledge and skills in designing, researching, analysing and evaluating			30%
C. Skills in experimenting with and preparing food by applying theoretical concepts			30%
TASK	DUE	COMPONENT	MARKS
Food quality experiment and preparation	Term 2	A (10%)	30
	Week 4	B (20%)	
Nutrition Investigation	Term 3	A (10%)	30
	Week 2	B (10%)	
		C (10%)	
Yearly Examination	Term 3	A (30%)	40
	Week 8/9	B (10%)	
TOTAL			100



## INDUSTRIAL TECHNOLOGY

### Multimedia

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			40%
B. Knowledge and skills in the management, communication and production of projects			60%
TASK	DUE	COMPONENT	MARKS
Industry Case Study	Term 1 Week 10	A and B	20
Timber Frame and Portfolio	Term 2 Week 8	A and B	40
Yearly Examination	Term 3 Week 8/9	A and B	40
TOTAL			100



## INDUSTRIAL TECHNOLOGY

### Timber Products and Furniture Technologies

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			40%
B. Knowledge and skills in the management, communication and production of projects			60%
TASK	DUE	COMPONENT	MARKS
Industry Case Study	Term 1 Week 11	A and B	20
Timber Frame and Portfolio	Term 2 Week 3	A and B	40
Yearly Examination	Term 3 Week 8/9	A and B	40
TOTAL			100



## INVESTIGATING SCIENCE

TASK	DUE	COMPONENT	MARKS
Practical Investigation	Term 1 Week 9	Cause and Effect- Observing  Inferences and Generalisations	<b>30</b>
Depth Study	Term 2 Week 10	Cause and Effect- Inferences and Generalisation  Scientific models	<b>40</b>
Yearly Examination	Term 3 Week 8/9	Cause and Effect- Observing, Inferences & Generalisations, Scientific Models  Theories and Laws	<b>30</b>
<b>TOTAL</b>			<b>100</b>



## JAPANESE BEGINNERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
Task 1	Term 2 Week 1/2	Reading - 20 Writing - 10	30
Task 2	Term 2 Week 9/10	Listening – 20 Speaking - 10	30
Task 3 Yearly Examination	Term 3 Week 8/9	Listening - 10 Speaking - 10 Reading - 10 Writing - 10	40
TOTAL			100



## KOREAN BEGINNERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
Task 1	Term 2 Week 1/2	Reading - 20 Writing - 10	30
Task 2	Term 2 Week 9/10	Listening – 20 Speaking - 10	30
Task 3 Yearly Examination	Term 3 Week 8/9	Listening - 10 Speaking - 10 Reading - 10 Writing - 10	40
TOTAL			100



## LEGAL STUDIES

COURSE COMPONENTS			WEIGHTING
The Legal System			40%
The individual and the law			30%
Law in practice			30%
TASK	DUE	COMPONENT	MARKS
Annotated Media File	Term 1 Week 8	The Legal System	30
Research Task	Term 2 Week 3	Law in practice	40
Yearly Examination	Term 3 Week 8/9	All topics	30
TOTAL			100



## MATHEMATICS EXTENSION 1

COURSE COMPONENTS			WEIGHTING
A. Knowledge, Understanding and Skills within each topic area			70%
Reasoning, Interpretation, Explanatory and Communicative abilities, and Applications			30%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1	Term 1 Week 10	A and B	10
Assessment Task 2	Term 2 Week 9	A and B	15
Yearly Examination	Term 3 Week 8/9	A and B	25
TOTAL			50

**NOTE:** Extension 1 students will be required to attempt all *Extension 1* tasks  
as well as all *Mathematics* tasks



## MATHEMATICS

COURSE COMPONENTS			WEIGHTING
A. Knowledge, Understanding and Skills within each topic area			80%
B. Reasoning, Interpretation, Explanatory and Communicative abilities, and Applications			20%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1	Term 1 Week 9	A and B	30
Assessment Task 2	Term 2 Week 9	A and B	30
Yearly Examination	Term 3 Week 8/9	A and B	40
TOTAL			100



## STANDARD MATHEMATICS

COURSE COMPONENTS			WEIGHTING
A. Understanding Flency, Communication			50%
B. Problem Solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1	Term 1	A and B	30
Written test	Week 9	15% 15%	
Assessment Task 2 –	Term 2	A and B	20
• Focus Study Project	Week 9	10% 10%	
• In class test		5% 5%	
Yearly Examination	Term 3	A and B	40
	Week 8/9	20% 20%	
TOTAL			100



## 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
Source Analysis Task	Term 2 Week 1/2	Case Study 1 & 2	30
Research Task	Term 2 Week 9	Historical Investigation	40
Yearly Examination	Term 3 Week 8/9	Case Study 1, 2, 3 and The Shaping of the Modern World (WWI)	30
TOTAL			100



## MUSIC

COURSE COMPONENTS			WEIGHTING
A. Performance			25%
B. Composition			25%
C. Musicology			25%
D. Aural			25%
TASK	DUE	COMPONENT	MARKS
Aural Skills	Term 1 Week 9	Aural (20)	20
Performance and Viva Voce	Term 2 Week 9	Performance (25) Musicology (15)	40
Composition Portfolio and Musicological Research	Term 3 Week 8/9	Composition (25) Musicology (10) Aural (5)	40
TOTAL			100



## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

COURSE COMPONENTS			WEIGHTING
Core 1: Better Health for Individuals			30%
Core 2: The Body in Motion			30%
Option 1 Fitness Choices			20%
Option 2 First Aid			20%
TASK	DUE	COMPONENT	MARKS
The Body in Motion	Term 1 Week 8	Core 2	40
Better Health for Individuals	Term 2 Week 7	Core 1	40
Fitness Choices	Term 3 Week 3	Option 1	20
TOTAL			100



## PHYSICS

TASK	DUE	COMPONENT	MARKS
Practical Investigation	Term 1 Week 7	Kinematics	30
Depth Study	Term 2 Week 4	Dynamics	30
Yearly Examination	Term 3 Week 8/9	Kinematics, Dynamics Waves & Thermodynamics Electricity & Magnetism	40
TOTAL			100



## VISUAL ARTS

COURSE COMPONENTS			WEIGHTING
Artmaking			50%
Art Criticism and Art History			50%
TASK	DUE	COMPONENT	MARKS
Research Essay: The Frames	Term 1 Week 9	Art Writing	20
Half Yearly Examination - Body of Work - Written Examination	Term 2 Week 4	Art Writing 15  Art Making 25	40
Half Yearly Examination - Body of Work - Written Examination	Term 3 Week 8/9	Art Writing 25  Art Making 15	40
TOTAL			100



Assessment Tasks for Certificate II in Business BSB20115		Cluster A	Cluster B	Cluster C	Yearly Exam
		Prepared for work	Working effectively	Communicating in the workplace	
		Term 1 Week 9	Term 3 Week 9	Term 4 Week 8	Term 3 Week 8/9
Code	Unit of Competency				HSC Examinable Units of Competency
BSBWHS201	Contribute to health and safety of self and others	X			
BSBWOR204	Use business technology	X			
BSBITU201	Produce simple word processed documents		X		
BSBITU202	Create and use spreadsheets		X		
BSBINM201	Process and maintain workplace information		X		
BSBCMM201	Communicate in the workplace			X	
BSBCUS201	Deliver a service to customers			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

**Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

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



Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling	
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	Term 3 Week 8/9
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA001	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

**Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.**

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



**Macquarie Park RTO 90222****School Name: Marsden High School****Student Competency Assessment Schedule****COURSE: Preliminary Retail Services2018**

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Exam
		Customer Service	Safety	Are you being served?	Working in the industry	Term 3 Week 8/9
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10	
Code	Unit of Competency					HSC Examinable Units of Competency
SIRXCEG001	Engage the Customer	X				
SIRXCOM002	Work effectively in a team	X				
SIRXWHS002	Contribute to workplace health and safety		X			
SIRXCEG002	Assist with Customer Difficulties			X		
SIRXCEG003	Build Customer relationships and loyalty			X		
SIRXIND001	Work effectively in a service environment				X	
SIRXIND002	Organise and maintain the store environment.				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

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

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



Year 11 Assessment Calendar		
Term 1 2018		30.01.18 – 13.04.18
		11 weeks
Week Ending	Course	
1.	2 February	
2.	9 February	
3.	16 February	
4.	23 February	
5.	2 March	
6.	9 March	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Community and Family Studies</li> </ul>
7.	16 March	<ul style="list-style-type: none"> <li>• Physics</li> </ul>
8.	23 March	<ul style="list-style-type: none"> <li>• Legal Studies</li> <li>• PDHPE</li> <li>• VET Hospitality</li> </ul>
9.	30 March	<ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Drama</li> <li>• Business Studies</li> <li>• Chinese and Literature</li> <li>• Mathematics</li> <li>• Standard Mathematics</li> <li>• Music</li> <li>• VET Business Services</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Investigating Science</li> </ul>
10.	6 April	<ul style="list-style-type: none"> <li>• Chinese and Literature</li> <li>• English Advanced</li> <li>• English EAL/D</li> <li>• English Extension 1</li> <li>• English Standard</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Mathematics Ext 1</li> <li>• Industrial Tech - Multimedia</li> <li>• VET Retail</li> </ul>
11.	13 April	<ul style="list-style-type: none"> <li>• Industrial Technology – Timber</li> </ul>



Term 2 2018		30.04.18 – 6.07.18	10 weeks
Week Ending		Course	
1.	4 May	<ul style="list-style-type: none"><li>• Chinese and Literature</li><li>• Japanese Beginners</li><li>• Korean Beginners</li><li>• Modern History</li></ul>	
2.	11 May	<ul style="list-style-type: none"><li>• Chinese and Literature</li><li>• Japanese Beginners</li><li>• Korean Beginners</li><li>• Modern History</li></ul>	
3.	18 May	<ul style="list-style-type: none"><li>• Legal Studies</li></ul>	
4.	25 May	<ul style="list-style-type: none"><li>• Business Studies</li><li>• Food Technology</li><li>• Physics</li><li>• Visual Arts</li></ul>	
5.	1 June		
6.	8 June	<ul style="list-style-type: none"><li>• Drama</li></ul>	
7.	15 June	<ul style="list-style-type: none"><li>• PDHPE</li></ul>	
8.	22 June	<ul style="list-style-type: none"><li>• Ancient History</li><li>• Community and Family Studies</li><li>• English EAL/D</li><li>• VET Hospitality</li><li>• Industrial Tech - Multimedia</li><li>• Industrial Tech - Timber</li></ul>	
9.	29 June	<ul style="list-style-type: none"><li>• Chemistry</li><li>• English Advanced</li><li>• English Standard</li><li>• English Extension 1</li><li>• Modern History</li><li>• Music</li><li>• Mathematics</li><li>• Standard Mathematics</li><li>• Mathematics Ext 1</li><li>• Japanese Beginners</li><li>• Korean Beginners</li></ul>	



10.	6 July	<ul style="list-style-type: none"><li>• Biology</li><li>• Design and Technology</li><li>• Dance</li><li>• Investigating Science</li><li>• Japanese Beginners</li><li>• Korean Beginners</li><li>• VET Retail</li></ul>
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Term 3 2018		23.07.18 – 28.09.18	10 weeks
Week Ending		Course	
1.	27 July		
2.	3 August	• Food Technology	
3.	10 August	• PDHPE	
4.	17 August		
5.	24 August		
6.	31 August		
7.	7 September	• VET Hospitality	
8.	14 September	<b>Yearly Exams</b> • Design and Technology	
9.	21 September	<b>Yearly Exams</b> • VET Business Services	
10.	28 September	• VET Retail	



*Learning today, shaping tomorrow*

