

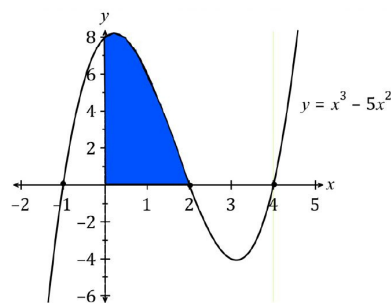


marsden
high school



The impact of Globalisation
and Westernisation on
Papua New Guinean youth.

Question 20 (2 marks)



Find the shaded area enclosed by the curve $y = x^3 - 5x^2$ -
coordinate axes.



YEAR
12

ASSESSMENT BOOKLET 2021

Contents

Message from the Principal	3
Message to the HSC Students of the Class of 2021	3
To our HSC Parents and Carers	3
Introduction to Year 12 2020/21	3
Introducing Your Year 12 Learning Leadership Team	3
Assessment Coordinator	3
Your Rights and Responsibilities in Year 12 Assessment	4
The NSW Higher School Certificate (HSC)	4
What are the Rules for Qualifying for the HSC?	4
What is the Minimum Pattern of Courses for the HSC?	5
Confirmation of HSC Entry	5
Satisfactory Course Completion	5
Satisfactory Attendance	6
HSC Course Assessment	6
Formal School-based Assessment Procedures	6
What is assessment?	6
How will assessment be undertaken?	7
How will Assessment information be communicated?	8
Assessment Criteria	8
Weighting of assessment tasks	9
Scheduling of formal assessment tasks	9
Disability Provisions	9
Assessment Task Submission	9
Assessment Task Monitoring and Recording	10
Penalties in relation to assessment tasks	10
Final Assessments	11
Final Assessment Review	11
Absences, Illness and Misadventure	11
Absence on the day before or the day of an assessment task	11
Misadventure	12
School Business (Approved School Event Participation) and Approved Leave	12
Non-completion of course warnings and 'N' Determination	13
N Determination Process	13
Vocational Education and Training (VET) courses	15
HSC Industry Curriculum Framework VET Courses - Assessment Information	15
Student Conduct, Commitment and the Senior Learning Centre	16
The Senior Learning Centre	16
Homework, study and work	17

Preventing Malpractice	17
How to write a bibliography	18
Tips to minimise problems in relation to technology.....	18
Examination Rules and Procedures	18
General Information	18
Examination Equipment	19
Illness/Misadventure on exam day	19
COVID and general illness.....	19
During the Examination	19
Consequences.....	20
Guidelines for the submission of HSC major projects	22
Ensuring Submitted Work Is Done By the Student.....	23

Message from the Principal

Message to the HSC Students of the Class of 2021

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.

To successfully complete your HSC, you will need to demonstrate a number of qualities:

- Attendance at all timetabled lessons, unless absence is unavoidable
- Consistent and diligent effort in each subject/course
- A positive attitude and sustained motivation to achieve your personal best
- A work ethic that reflects a serious commitment to your studies

Marsden High 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 Adviser, 10% on Top Mentor, Deputy Principal, Head Teacher Learning Support, Senior Learning Teacher and Tutors, Careers Adviser, 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.

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 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

Introduction to Year 12 2020/21

Introducing Your Year 12 Learning Leadership Team

Year Adviser - Ms Athithan
Senior Learning Centre Teacher - Mr Cardassis
Careers Adviser & NESA Liaison Officer - Mr Lustica
Head Teacher Senior School - Mr Castle
Year Group Deputy Principal - Ms Currie
Classroom Teachers

Assessment Coordinator

The Year Group Deputy Principal is the Assessment Coordinator. The Assessment Coordinator will ensure that every student signs that they have received a copy of this booklet. They also determine the procedures to be followed by students who have missed assessment tasks, convene the Assessment Appeals Committee and provide advice about assessments to students, teachers and parents.

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 our 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.
- Be familiar with NESA HSC: All My Own Work module content completed in Year 10.
- Follow up any concerns you have with tasks **at the time they are returned to you**.

The NSW Higher School Certificate (HSC)

The HSC is the highest educational award you can gain in New South Wales schools. The HSC is awarded to students who successfully complete a comprehensive program of study, including Year 11 and Year 12 courses. Schools need to develop programs of study and assessment and reporting processes that comply with the requirements of the NSW Education Standards Authority (NESA) and are understood by students and their families.

The HSC:

- is an internationally recognised credential
- provides a strong foundation for future studies and careers
- 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 Courses

These courses are developed by NESA and count towards your Australian Tertiary Admission Rank (ATAR). They include English, Maths, Science, Technology, Creative Arts, PDHPE, HSIE, Languages and Vocational Education and Training (VET) Curriculum Framework courses.

Board Endorsed Courses

Board Endorsed Courses are generally developed by schools, TAFEs or universities. They contribute to the HSC, but don't count towards your ATAR.

What are the Rules for Qualifying for the HSC?

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

- Successfully complete 12 units in Year 11
- 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 NESA examination rules
- Pass the HSC minimum standards online tests in reading, writing and numeracy

HSC Minimum Standards

All Year 12 students in NSW must reach a minimum standard of literacy and numeracy to receive their HSC. Our Literacy and Numeracy Advisers will coordinate HSC Standards testing.

Students get multiple chances each year to pass each of the online 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.

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.

Disability provisions and exemptions from minimum standards testing

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.

What is the Minimum Pattern of Courses for the HSC?

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 7 units of Science can contribute to the 10 units studied for the HSC.

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.

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 Year Group).

It is **the student's responsibility** to ensure that you are studying at least **ten units** of the correct subjects to gain an ATAR, if an ATAR is required. 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 update your details with *NESA Schools Online* and notify the NESA Liaison Officer if you change your address or any personal details during this year.

Satisfactory Course Completion

ACE 8019 from the *NESA ACE Website* states that: A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. **followed** the course developed or endorsed by NESA, and
2. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
3. **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**. Research shows that any level of absence leads to lower achievement. As attendance drops there is a correlating decline in achievement (aitsl.edu.au). Marsden High School supports students to maintain attendance levels above 95% to ensure they have the best chance to fulfil their potential.

HSC Course Assessment

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.

Assessment of Board Endorsed Courses

There are a range of Board Endorsed courses available that:

- 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 - examples include Work Studies, Marine Studies, Photography, and Sport, Lifestyle and Recreation.

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

Students Studying External Courses

A student's pattern of study may include studying courses outside of the school. These include courses studied at TAFE Colleges, Sydney Distance Education High School, Saturday School of Community Languages, and external providers/outside tutors.

The assessment requirements for these courses are managed by these external providers.

Formal School-based Assessment Procedures

Marsden High School complies with the rules and regulations according to ACE 8072 as published on the Assessment Certification Examination (ACE) website. **2021 HSC:** Principals will continue to have the flexibility to decide on the number, type and weighting of school-based assessments for Year 11 and HSC students in 2021. NESA's principles of assessment continue to apply.

This booklet includes the procedures 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 Procedures.

What is assessment?

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Assessment for learning is a key principle that guides teaching and learning:

- Teachers use information gathered throughout the teaching and learning process to assist students to clarify understanding and develop skills.
- Specific feedback is provided to students to inform them of the next steps in their learning journey.

- Students monitor their own learning and ask questions about how to use assessment information for new learning to improve their skills.

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the **school-based assessment program**, reflecting specific course requirements, components and weightings.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level. It is not a requirement to formally assess every content area, topic or module in a course. While informal assessment does not contribute to grades or marks, it is a valid tool to assist teacher judgement about student achievement and to improve student learning.

How will assessment be undertaken?

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

- formal assessment schedules at the commencement of each Year 12 course
- each formal assessment task
- in preparation for examinations, students will be issued with an Assessment Task Notification at least two weeks prior to the beginning of the examination period outlining the area/s of study and the weighting of the 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-Term 4, and Year 12-Terms 1,2, and 3. Each has mandatory components and a weighting determined by the school within requirements provided by NESA. The maximum number of formal assessment tasks is four per course for the HSC. There is only one formal written examination that mimics the HSC per course. In Year 12, trial examinations have a maximum weighting of 30%.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

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. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce (oral examination)
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions.

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

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 the same.

How will Assessment information be communicated?

Communication to Students

All HSC students will be issued with a hard copy of the *2021 Higher School Certificate Rules and Procedures* and directed to the NESA website to access [Rules and Procedures Guide](#).

Students must be informed prior to the assessment period about:

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

Task Notification

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.

Feedback

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 course for the task
- the next steps for improvement in learning progress

Prior to task due date, although not a requirement, informal feedback may be provided to students. Feedback will be given up to 48 hours prior to the submission time and date to ensure teachers are able to provide it in an equitable manner. Teachers will not edit the task. Students may receive feedback on drafts ONCE, in some exceptions TWICE if stipulated in the Task Notification. The informal feedback may be verbal or written and will only be related to the task criteria. The type of feedback will be the same for all students who apply. Feedback in Extension and Practical subjects may involve more detail.

Marks and Ranks

You will be given your mark and ranking for each assessment task when it is returned and finalised. However, you will not be given your final assessment mark. Your final assessment rank will be provided when all tasks are finalised, including the completion of any estimate calculations for any candidate with an estimate pending, as estimates are calculated at the end of the course.

Communication to Parents about Student Progress

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

- Teacher comments on school reports
- Marks and comments on completed assessment tasks
- Feedback provided to students via Google Classroom or completed coursework
- Progress Reports made at parent's request
- Letters sent to parents regarding student progress
- Official Warning letters for course non-completion

Assessment Criteria

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

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 booklet.

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

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. There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

Scheduling of formal assessment tasks

The Assessment schedule for HSC courses applies as soon as the Year 11 Course is completed. Students are provided with written notification of the Assessment Procedures and Program (HSC Course Assessment Booklet) early in Term 4. **You will be given at least two weeks notice of a formal task.** Absence on the day of notification doesn't mean an extension will be granted. The description of tasks will be in writing and will include:

- the **task number**
- **weighting** of the task
- the **date and time of day** that the task is to be completed e.g. end of period 5 Thursday 7 May
- the syllabus **outcomes** and **marking criteria** i.e. what will be assessed in relation to the outcomes
- the **form** the assessment task will take (e.g. test under exam conditions, oral presentation, performance) and a brief **description** of this task type
- the form of **feedback to be provided**

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

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

Disability Provisions

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 Head Teacher of their request for special provisions and provide medical evidence which will then be submitted to NESAs 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. They use school-based assessment to provide a *Profile of Student Achievement* for each course.

Assessment Task Submission

For formal examinations: students must complete and hand in one attendance voucher for each examination paper attempted.

For all other assessment tasks: All assessment tasks are to be submitted to the class teacher or Head Teacher on the due date at the time and period specified on the assessment notification.

Hand-in tasks

It is the student's responsibility to ensure that tasks are submitted on time. Tasks may be submitted:

- in person;
- or other agreed processes indicated on the assessment task notification.

Students must complete an "Assessment Cover Sheet". A sample is included in this booklet. 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 student as a receipt.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark being awarded. **Students must not leave hand-in tasks on teachers' desks.** If a student is not able to come into school due to unavoidable circumstances, they must keep evidence of their submission e.g. email and any attachments that relate to it; task receipt if another person submits on their behalf.

Performances and Oral Tasks

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

Technology and Assessment Tasks

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date by 9:00am. **Technology failure or printer breakdown is NOT, in itself, a valid reason for late submission of a task** - it is not an acceptable reason for a misadventure application.

Assessment Task Monitoring and Recording

Schools are required to maintain records of marks awarded for each task identified as part of the HSC assessment program.

Central register of all tasks, marks and ranks

The issuing of assessment information (including change of schedule) will be recorded in individual teacher mark books and on a class task registration sheet to ensure there is a record of student notification. Assessment marks will be recorded in teacher/faculty mark books and on Sentral.

All HSC Monitoring is the responsibility of the Assessment Coordinator. 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 course, following that assessment task.

The central register will also contain all applications for variations to the published assessment schedule, approval from the Assessment Coordinator for each variation and the amended notification register, signed by all students in the course. This acknowledges receipt of the advice of approved variation to the published Assessment Schedule.

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 their own
- **disrupts** an in-school assessment task as 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 on the day or day prior** in order to complete an assessment task by the due date.
- submits an assessment task after the due date and time **without a successful Illness/Misadventure Application**

In cases of **PROVEN DISHONESTY** the **Principal will be notified** and the school's behaviour 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 don't 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 at a later date 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.

Final assessment marks are not given to students as NESA adjusts final assessment marks using a process called moderation, so that assessment marks can be compared across schools. Moderation maintains the rank order of students within the school group and the relative gaps between them.

The final assessment ranks of students provide the school with the order of merit in each course.

Final 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.

Absences, Illness and Misadventure

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 or who do not attend class/es **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 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.

1. **Phone call:** students must telephone or arrange a parent or carer 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 and Deputy Principal of your illness and inability to sit for the assessment task;
 - give the school an email address to which they can send the **Marsden High School Illness/Misadventure Application Form**;
 - check with the Head Teacher of the subject how to email/submit your assessment task to your class teacher
2. **Download** (from Marsden High School website/learning at our school/assessment and reporting), **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.
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.**

- 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 5 school days from the original task due date to provide all supporting documentation 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 (0) 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/carers will be informed, with a *N Warning Letter* for 'non-completion of a task' being issued to the student and a copy sent to the parents/carers. 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. The *N Warning Letter* will be sent as outlined above.

If Illness/Misadventure Outcome is 'Estimate': If the documented evidence provided results in the decision that you are to receive an 'estimate' mark for the task, then this mark will be determined after the completion of all assessments for the course. Therefore your mark will be pending until completion of the course.

School Business (Approved School Event Participation) and Approved Leave

Students on School Business must notify their teachers of their absence from school at the time of task notification or as soon as possible prior to the assessment task due date.

School Business must be approved by the Assessment Coordinator. Approved School Business does not require illness/misadventure application. Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with the Head Teacher.

The granting of approved leave is at the discretion of the Principal. The same rules apply as above if a student has been granted approved leave from school by the Principal.

Non-completion of course warnings and 'N' Determination

Non-completion warnings 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-Warning letter you **must** complete the tasks as detailed in the letter.

If you receive **two or more N-Warning letters** in any particular course and you do not complete the tasks/coursework 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 do not meet the assessment requirements for the associated 120hr HSC (2 Unit) course, will not receive a result in the extension course either.

N Determination Process

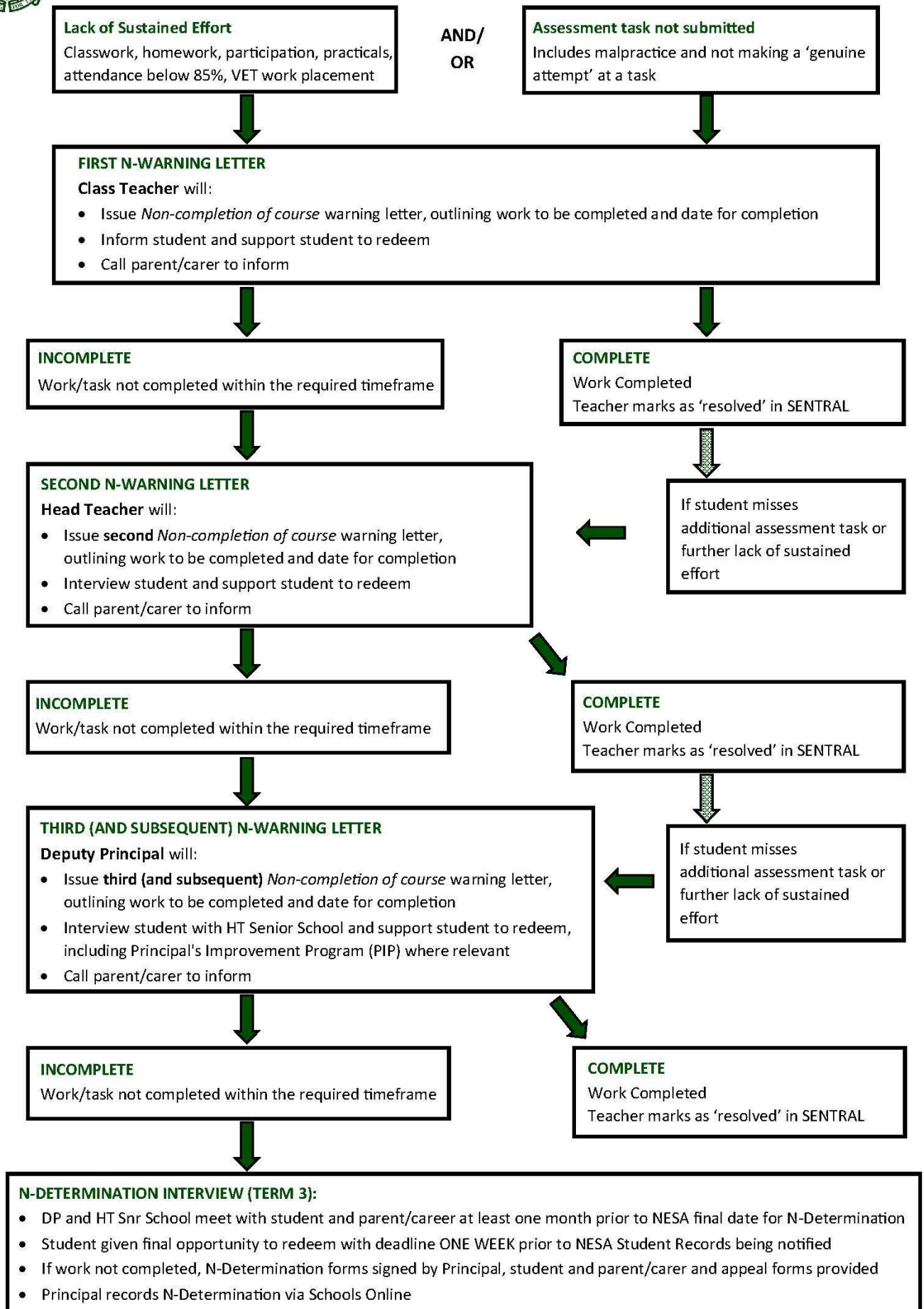
ACE 8079: If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be given. The principal must:

- A. advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- B. advise the parent or guardian in writing if the student is under 18
- C. request from the student and/or parent/guardian a written acknowledgement of the warning
- D. issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- E. retain a copy of the warning notice and other relevant documentation.

The following flowchart explains the N Determination Process at Marsden High School.



N-DETERMINATION FLOWCHART



Vocational Education and Training (VET) courses

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 NESA and the Australian Qualification Framework (AQF).

Students may 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 HSC
- Competencies which lead to a Statement of Attainment (SOA), Certificate I, II or III awarded under the Australian Qualifications Framework (AQF)

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.

HSC Industry Curriculum Framework VET Courses - Assessment Information

Vocation Context

Requirements from the Training Package
Competency-based assessment

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

HSC Context

Requirements from NESA
Optional HSC Examination (for 240-Hour courses)

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) Assessment

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. Work placement

Work placement 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 work placement.

Failure to comply with HSC mandatory work placement 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.

Student Conduct, Commitment and the Senior Learning Centre

The Senior Learning Centre

The Senior Learning Centre (SLC) is a compulsory class for those students only enrolled in 10 units of study or less at school. Your timetable will display 'Learning Centre' and you will be required to go to the SLC in the library, sign in and use this time to study for upcoming exams and research for assessment tasks due.

As well as being a timetabled unit of study, the SLC is also accessible during allocated times of the day, as well as some days during recess and lunch. The Learning Centre periods must not be spent in the outdoor areas.

As Year 12 is a very busy time and expectations are highly demanding, it is essential that good time management and study habits are established early. This will enable you to achieve your best in each of your courses without added pressure. So make sure you don't waste this valuable time.

The SLC is located on the mezzanine level of the Library and contains a vast collection of HSC material, past papers, study guides, computer and internet access and many other resources to assist you with your academic writing and research skills.

Expectations in the SLC

- Be prompt. A roll will be marked and those who don't present will be marked as truanting.
- Come prepared to work. It is impossible to not have any work/study to do.
- Stay on task - inappropriate behaviour won't be tolerated and will be referred to a Head Teacher or Deputy Principal.
- Normal classroom rules apply - including mobile phone procedures.
- Maintain a comfortable and harmonious environment that supports the learning needs of all.
- Access relevant HSC resources e.g. study guides and past papers.
- Seek assistance with the development and improvement of a wide variety of academic and research skills required for successful study e.g. essay writing assistance, study skills workshops, time management skills etc.
- Access computer, printing and internet for study or assessment purposes.

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 are far more effective and cope more easily with the rigour of the HSC. All set coursework is important as it relates to the syllabus and to your full understanding of the course. Completing this work in addition to assessment tasks ensures that you are well prepared for the HSC examinations.

On average, 20 hours per week of additional study is a good guide. This will include homework, revision, summary writing, assessment tasks, and completing coursework. Limiting part-time work and other commitments such as sport to 10 hours per week is recommended to keep a good balance.

Preventing Malpractice

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual, and disadvantaging other students. Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

What is malpractice?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Strategies for students to avoid malpractice include:

- familiarising themselves with their obligations and responsibilities of authorship to comply with the HSC rules and procedures and the HSC: All My Own Work program
- being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating their time effectively
- starting tasks early so that they can seek clarification if needed
- saving all drafts and support materials
- recording sources/references along the way so the reference list does not become a major task at the end (see the example bibliography in this booklet)
- frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late

How to write a bibliography

For a Book

Author's last name, first name. *Title of book*. Place of publication: Publisher, copyright year.

For example:

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

For an Internet Site

Author's last name, first name. *Title of item*. [Online] Available <http://address/filename>, date of document or download.

For example:

Ozdowski, Sev. *Adolescent or geriatric? The future of the United Nations?* [Online]

Available www.hreoc.gov.au/speeches/human_rights/sydney_peace.html, 2005

Accessed: November, 2006

For a Newspaper or Magazine Article

Article author's last name, first name. "Title or headline of article." *Name of magazine or newspaper*. Date of magazine or newspaper, page(s).

For example:

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4

Your bibliography should be listed alphabetically by the first word of each reference

For example:

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4 Ozdowski, Sev. *Adolescent or geriatric? The future of the United Nations?* [Online]

Available www.hreoc.gov.au/speeches/human_rights/sydney_peace.html, 2005

Accessed: November, 2006

Tips to minimise problems in relation to technology

Students should adhere to the following protocols:

- make multiple copies of work using at least three different storage devices
- when working at home, continually backup all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email
- when working at school, save the latest version of your work to your personal file on the school server whenever possible
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- check the compatibility of your home software with the school's technology support specialist or your teacher
- save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB
- when you save your work to a flash drive/USB, open it immediately to check that it has been successful
- to submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems
- enable receipt email
- electronic copies must have proof of email sent satisfactorily

Examination Rules and Procedures

General Information

- Students must be in full school uniform and follow the day to day rules of the school.
- Students are required to meet at the flagpole area/exam room **15 minutes BEFORE the start of the exam**.
- Students are to hand their phone in - inside a plastic bag with a name tag. Phones are not permitted in the examination centre. They will be locked in the front office storeroom and can be collected at the conclusion of the exam.
- Students must line up quietly, physically distanced and wait for directions from the supervising teacher/s to enter the hall in an orderly manner.
- All bags are to be left in the foyer area before entering the hall. In classrooms, place bags outside the classroom. Remember not to leave valuables in your bag.
- Students are to carry all equipment required for the examination in a **clear plastic sleeve**.

Examination Equipment

THERE IS TO BE NO BORROWING DURING THE EXAMINATION.

No pencil cases or dictionaries. Whiteout or correction tape is not to be used on exam answer papers. Write in black or blue pen only.

- Bring spare pens to each exam.
- You may also bring:
 - Ruler
 - Highlighters
 - pencils (should be at least 2B) and sharpener / rubber
 - a bottle of water in a CLEAR bottle.
- You can wear your analogue or digital watch to your exams. Once you sit down you will have to take it off and place it in clear view on your desk.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

To further clarify what you cannot bring into the exam room:

- ANY electronic device: this includes mobile phones, programmable/smart watches, countdown timers, earphones, organisers, tablets (eg iPads), music players, electronic dictionaries and communication devices etc (only a calculator where permitted).
- Paper or any printed or written material. You can ask your teacher or presiding officer for working out paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid/tape.
- Pencil cases or solid/ non clear water bottles

Illness/Misadventure on exam day

- Stay at home if you are unwell and seek out a medical certificate /COVID test, follow NSW Health guidelines and school illness/misadventure procedures as per the school's assessment procedures.
- Illness/misadventure forms are available on the school website / Learning at our School / Assessment and Reporting / Illness Misadventure Application - a PDF is available to download & print.

COVID and general illness

- Maintain physical distancing when lining up and walking in/out of the examination room and with all staff supervising exams
- Practise good hygiene: This includes washing hands for 20 seconds and using hand sanitiser at regular intervals, coughing and sneezing into your elbow or a tissue.
- Dispose of tissue/s quickly. If unwell before an exam, stay at home and seek a medical certificate.
- If experiencing flu like symptoms please stay home and get a COVID test. Please notify the school of your COVID test and email a copy of the result to the school.
- If unwell during an exam, immediately report to the supervisor, you will need to go home and follow illness/misadventure procedures.

During the Examination

- Students must follow all instructions given by the supervising teachers.
- Students **MUST NOT COMMUNICATE IN ANY FORM** with other students or talk/make noise after entering the hall/exam room.
- 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 **STUDENT NUMBER** 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 early, you must remain seated and quiet until the examination has finished.

Toilet Breaks

- Students should go to the toilet and attend to their needs **BEFORE** entering the hall.
- The toilet register **MUST** be signed by students **EACH** time they use the toilet during an exam.

- If you are in a classroom, a teacher will need to escort you to the nearest bathroom. You must wait until someone is available to assist you. If in an alternate room, this may take some time.

Consequences

- If you do not follow these rules, cause disruption to the examination or 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, issuing of a Non-completion of course warning (and zero marks), implementation of the school discipline code and communication with parents/carers.



ACHIEVE (10-12)

A WHOLE SCHOOL APPROACH TO STUDYING AND ACHIEVING SUCCESS

A

Aim high and approach your task with a positive attitude.

To do this you could try...

- ❑ Evaluating the feedback you received from your last task and setting a personal goal.
- ❑ Aiming to move up one grade from what you achieved in your last task.
- ❑ Predicting what mark you think you will achieve as well as what mark you would like to achieve.
- ❑ Considering how this task will help you in the future.
- ❑ Asking to see an exemplary response so you know what is expected of you.
- ❑ Using the growth mindset to counteract negative thoughts.

C

Clarify the task so you understand what is required.

To do this you could try...

- ❑ Rewriting the task in your own words.
- ❑ 'CUBEing' the question by circling the verbs, underlining the key words, boxing the important information and expanding your ideas.
- ❑ Identifying the task, topic and target of the question.
- ❑ Creating a learning intention and set of success criteria that matches the task.
- ❑ Defining the verbs so you know what action you need to take.
- ❑ Defining any unknown words.
- ❑ Explaining the task to a parent or friend.

H

How much time is needed? Create a schedule.

To do this you could try...

- ❑ Creating a GANTT chart before you begin your assessment.
- ❑ Creating a timeline leading up to the due date of the task.
- ❑ Chunking the task into smaller sections.
- ❑ 'Tricking yourself' into completing the task by an earlier due date.
- ❑ Constructing a weekly checklist to tick off as you go.
- ❑ Using a log book to monitor the time you spend on your assessment.
- ❑ Backward mapping from the due date.

I

Investigate your topic. Find out all you can and clarify difficult concepts.

To do this you could try...

- ❑ Asking your teacher for suggestions about where to start your research.
- ❑ Compiling a list of where you can get your information. Consider raw data. Surveys, discussion boards, books and articles.
- ❑ Creating guiding questions to assist your research and answering them as you go.
- ❑ Creating a glossary list of key words that match the topic.
- ❑ Forming a study group with your peers.

E

Edit and evaluate your work against the marking criteria.

To do this you could try...

- ❑ Matching your work to the A grade descriptors and deciding on what you already have and what you need.
- ❑ Asking for a sample of each grade to help you evaluate your own work.
- ❑ Asking a friend to check your work for you and applying the feedback you are given.
- ❑ Submitting a progress check to your teacher for early feedback.

V

Verify and edit your draft well before the due date for feedback.

To do this you could try...

- ❑ Completing the task a week early so that you leave yourself time to apply all feedback.
- ❑ Submitting an edited draft to your teacher for feedback **at least a week before the due date** and applying the feedback you are given.
- ❑ Asking for a parent, friend or tutor to proof-read your work for you.
- ❑ Editing your work by focusing on something new each time. Start by checking for spelling, grammar and punctuation. Then check for concepts.

E

End result. Reflect on your process of completion.

To do this you could try...

- ❑ Evaluating your process of completion by considering what you did well and what you could do differently.
- ❑ Comparing your end result to your first draft to track the changes that you made.
- ❑ Completing a PMI (Plus, Minus, Interesting) chart based on your end result.
- ❑ Completing the reflection section of your assessment task.

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

Appendix 3



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 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.

Account Account for: state reasons for, report on.
Give an account of: narrate a series of events or transactions

Analyse Identify components and the relationship between them;
draw out and relate implications

Apply Use, utilise, employ in a particular situation

Appreciate Make a judgement about the value of

Assess Make a judgment of value, quality, outcomes, results or size

Calculate Ascertain/determine from given facts, figures or information

Clarify Make clear or plain

Classify Arrange or include in classes/categories

Compare Show how things are similar

Construct Make; build; put together items or arguments

Contrast Show how things are different or opposite

Critically analyse/evaluate Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation

Deduce Draw conclusions

Define State meaning and identify essential qualities

Demonstrate Show by example

Describe Provide characteristics and features

Discuss Identify issues and provide points for and/or against

Distinguish Recognise or note/indicate as being distinct or different from;
to note differences between

Evaluate Make a judgement based on criteria; determine the value of

Examine Inquire into

Explain Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract Choose relevant and/or appropriate details

Extrapolate Infer from what is known

Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely, the relevant details
Synthesise	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. Research task and oral presentation	Term 4 Week 5	Pompei and Herculaneum	20
2. Essay	Term 1 Week 9	The fall of Roman Republic 78-31B	25
3. Historical Analysis	Term 2 Week 5	Julius Caesar	25
4. Trial HSC Examination	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. Modelling Task	Term 4 Week 5	Heredity	35
2. Depth Study	Term 2 Week 4	Infectious disease	35
3. Trial HSC Examination	Term 3 Week 3/4	Heredity Genetic change Infectious disease Non-infectious disease and disorders	30
TOTAL			100

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"> Operations Actual Business Case Study(ies) 	Term 4 Week 10	A, C, D.	20
2. In-Class Business Report <ul style="list-style-type: none"> Marketing & Finance Hypothetical Business Contemporary Business Issues 	Term 1 Week 9	A, B, C, D.	25
3. In-Class Business Report <ul style="list-style-type: none"> Human Resources & Finance Hypothetical Business Contemporary Business Issues 	Term 2 Week 9	A, B, C, D.	25
4. Trial HSC Examination <ul style="list-style-type: none"> ALL FOUR topics 3 hours working time M/C + SR + BR +ER 	Term 3 Week 3/4	A, B, D.	30
TOTAL			100

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. Practical Task	Term 4 Week 7	Equilibrium and Acid reactions	30
2. Depth Study	Term 1 Week 7	Acid/Base reactions	40
3. Trial HSC Examination	Term 3 Week 3/4	Equilibrium and Acid reactions Acid/Base reactions Organic Chemistry Applying chemical ideas	30
TOTAL			100

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	Listening Reading Writing	30
Task 2	Term 2 Week 3	Speaking Reading	25
Task 3	Term 2 Week 8	Writing Listening	15
Trial HSC Examination	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
1. Research Project	Term 4 Week 10	A	21
2. Research and Essay	Term 1 Week 8	B	23
3. Research and Essay	Term 2 Week 8	C	24
4. Trial HSC Examination	Term 3 Weeks 3/4	A, B, C and D	32
TOTAL			100

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 Examination	Term 3 Week 3/4	A and B	30
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'.

DRAMA

COURSE COMPONENTS (Modules)			WEIGHTING
Making			40%
Performing			30%
Critically Studying			30%
TASK	DUE	COMPONENT	MARKS
1. Performance Essay – Contemporary Australian Drama & Theatre Practice Performance and Logbook Students select scenes to workshop and discuss based on a given essay topic.	Term 4 Week 10	Making 5% Performing 10% Critically Studying 10%	25
2. Work in Progress Logbooks, Performance and Discussion Students present their IPs associated logbooks, and discuss progress.	Term 1 Week 6	Making 10% Performing 10%	20
3. Educational poster and essay – studies in Drama and Theatre.	Term 2 Week 1	Making 15% Critically Studying 10%	25
4. HSC Trial Examination Logbook, Performance, Written examination Individual Project and Group Performance Presenting and discussing their Individual Project (not assessed) and Group Performance, and associated logbooks Written Examination 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
TOTAL			100

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
1. Related Material Portfolio <i>Common Module</i>	Term 4 Week 8	A 10% B 15%	EA12-1 EA12-4 EA12-6	25%
2. Multimodal presentation and reflection <i>Module A</i> <i>Module C 15%</i>	Term 1 Week 7	A 10% B 15%	EA12-2 EA12-3 EA12-9	25%
3. Extended Response <i>Module B</i>	Term 2 Week 8	A 15% B 10%	EA12-5 EA12-7 EA12-8	25%
4. Trial HSC Examination <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 EA12-3 EA12-4	25%
TOTAL				100%

(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
1. Multimodal presentation <i>Common Module</i>	Term 4 Week 8	A 10% B 15%	EN12-2 EN12-4 EN12-9	25%
2. Creative writing <i>Module A</i> <i>Module C 15%</i>	Term 1 Week 9	A 10% B 15%	EN12-1 EN12-5 EN12-8	25%
3. Extended response <i>Module B</i>	Term 2 Week 8	A 15% B 10%	EN12-3 EN12-7	25%
4. Trial HSC Examination <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%	EN12-6 EN12-7	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
1. Related Text and Visual Representation Common Module: Texts and Human Experiences	Term 4 Week 8	A 15% B 15%	ES12-1 ES12-2 ES12-3 ES12-5 ES12-8	30%
2. Soundtrack to my Life Module L: <i>Who Do I Think I Am?</i>	Term 1 Week 5	A 10% B 10%	ES12-3 ES12-6 ES12-7	20%
3. Museum Exhibition and Verbal Response Module K: <i>The Way We Were</i>	Term 2 Week 6	A 10% B 10%	ES12-1 ES12-3 ES12-6 ES12-7 ES12-9	20%
4. Collection of Classwork and Reflection Common Module Module L Module K Module N Module H	Term 3 Week 5	A 15% B 15%	ES12-3 ES12-4 ES12-6 ES12-7 ES12-10	30%
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
1. Reading and Writing task based on unseen material, prescribed text and related text <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%
2. Speaking and Listening task using prescribed text (multimodal presentation) <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%
3. Imaginative writing with written annotations <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%
4. Trial HSC Examination <i>Modules A, B, C and D</i>	Term 3 Week 3/4	A 15% B 10%	EAL12-1A EAL12-3 EAL 12-4 EAL12-5 EAL12-7 EAL12-8	25%
TOTAL				100%

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

ENGLISH EXTENSION 1

COURSE COMPONENTS				
A. Knowledge and understanding of texts and why they are valued				50%
B. Skills in complex analysis sustained composition and independent investigation				50%
TASK	DUE	COMPONENT	OUTCOMES	WEIGHTING
1. Imaginative Response & Reflection	Term 4 Week 10	A 15% B 15%	EE12-1 EE12-2 EE12-4 EE12-5	30%
2. Critical Response with Related Text	Term 1 Week 10	A 20% B 20%	EE12-1 EE12-2 EE12-3 EE12-4	40%
3. Trial HSC Examination	Term 3 Week 3/4	A 15% B 15%	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	30%
TOTAL				100%

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

ENGLISH EXTENSION 2

COURSE COMPONENTS				
A. Skills in extensive independent research				50%
B. Skills in sustained composition				50%
TASK	DUE	COMPONENT	OUTCOMES	WEIGHTING
1. Viva Voce	Term 4 Week 8	A 15% B 15%	EEX12-1 EEX12-3 EEX12-4	30%
2. Literature Review	Term 1 Week 5	A 20% B 20%	EEX12-1 EEX12-2 EEX12-3 EEX12-4	40%
3. Critique of the Creative Process	Term 3 Week 2	A 15% B 15%	EEX12-1 EEX12-3 EEX12-5	30%
TOTAL				100%

(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
1. Research report Ecosystems	Term 4 Week 7	A, D	20
2. Topic Test Urban Dynamics	Term 1 Week 8	A, B	25
3. In-class essay – People and Economic	Term 2 Week 7	B, C, D	25
4. Trial HSC Examination	Term 3 Weeks 3/4	A, B, C, D	30
TOTAL			100

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
1. CAD Workshop Drawing	Term 4 Week 10	Designing and Planning Presentation	25
2. Furniture Model	Term 1 Week 10	Industry Specific Content	20
3. Industry Study Report	Term 3 Week 8	Industry Study Workplace Communications Industry Specific Content	15
4. Trial HSC Written Examination	Term 3 Week 3/4	Industry Study Design, Planning and Management Workplace Communications	40
Major Timber 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'.

INVESTIGATING SCIENCE

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. Practical Investigation	Term 4 Week 8	Scientific Investigations	20
2. Research Task	Term 1 Week 8	Scientific Investigations Technologies	20
3. Depth Study	Term 2 Week 8	Fact or Fallacy Science and Society	30
4. Trial HSC Examination	Term 3 Week 3/4	Scientific Investigations Technologies Fact or Fallacy Science and Society	30
TOTAL			100

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 Japanese to a written text	Term 2 Week 6	Reading Writing	25
4. Trial HSC Examination	Term 3 Week 3/4	Listening Speaking Reading Writing	30
TOTAL			100

JAPANESE CONTINUERS

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
4. Response in English to spoken texts/speech	Term 1 Week 7	Listening Speaking	35
5. Response in Japanese to a written text	Term 2 Week 6	Reading Writing	25
4. Trial HSC Examination	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 Examination	Term 3 Week 3/4	Listening Speaking Reading Writing	30
TOTAL			100

LEGAL STUDIES

COURSE COMPONENTS			WEIGHTING
Core - Crime			30%
Core - Human Rights			20%
Option - Family			25%
Option - TBA			25%
TASK	DUE	COMPONENT	MARKS
1. In-class Essay	Term 4 Week 6	Core: Crime	20
2. Ted-x Talk	Term 1 Week 6	Option - Family	25
3. Research Task and In-class Short Answer	Term 2 Week 3	Core : Human Rights	25
4. Trial HSC Examination	Term 3 Week 3/4	Core: Crime Core: Human Rights Option - Family Option - TBA	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
TOTAL			50

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 Examination	Term 3 Week 3/4	A and B	30
TOTAL			100

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 Examination	Term 3 Week 3/4	A and B	30
TOTAL			100

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 Examination	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	20
2. Assessment Task 2	Term 1 Week 4	A and B	25
3. Assessment Task 3	Term 2 Week 8	A and B	25
4. Trial HSC Examination	Term 3 Week 3/4	A and B	30
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
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 Examination	Term 3 Week 3/4	All components	30
TOTAL			100

MUSIC

COURSE COMPONENTS (Modules)			WEIGHTING
Core Performance			10%
Composition			10%
Musicology			10%
Aural			25%
Electives			45%
TASK	DUE	COMPONENT	MARKS
1. Elective 1 and Core Composition <ul style="list-style-type: none"> Either performance presentation or composition portfolio or musicology outline with viva voce Core composition: Composition portfolio relating to topic choice 	Term 4 Weeks 8	Elective 1 15% Composition 10%	25
2. Core Performance and Elective 2 <ul style="list-style-type: none"> Core: Solo or ensemble performance Elective: Either performance presentation or composition portfolio or musicology outline with viva voce 	Term 1 Week 9 - 10	Performance 10% Elective 2 15%	25
3. Elective 3 and Musicology <ul style="list-style-type: none"> Either performance presentation or composition portfolio or musicology outline with viva voce Written response using concept based analysis 	Term 2 Week 9 - 10	Elective 3 15% Musicology 10%	25
4. Trial HSC Examination <ul style="list-style-type: none"> Aural skills examination including responses to aural excerpts Practice run of core performance and electives for informal feedback 	Term 3 Week 3 - 4 (as per trial timetable)	Aural 25%	25
TOTAL			100

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 7	Option 3 + Option 4	30
2. Research + Essay	Term 1 Week 6	Core 2	20
3. Research + Essay	Term 2 Week 8	Core 1	20
4. Trial HSC Examination	Term 3 Week 3/4	Core 1 Core 2 Option 3 + Option 4	30
TOTAL			100

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. Depth Study	Term 4 Week 6	Advanced mechanics	40
2. Practical Task	Term 2 Week 6	The Nature of Light	30
3. 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 7	B, C	20
2. Continuity and Change – Research Task	Term 1 Week 5	A, B, C	30
3. In-class evaluation of Research and Method process	Term 2 Week 3	B, C	20
4. Trial HSC Examination - Core - Depth Study 1 - Depth Study 2	Term 3 Week 3/4	A, B, C	30
TOTAL			100

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. Trial HSC Examination	Term 3 Week 3/4	A and B	30%
TOTAL			100%

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	Resistance Training	25
2. Presentation	Term 1 Week 5	Healthy Lifestyle	25
3. Practical Assessment	Term 2 Week 5	Games and Sport Applications II	25
4. Coaching session and report	Term 3 Week 5	Sports Administration	25
TOTAL			100

VISUAL ARTS

COURSE COMPONENTS (Modules)			WEIGHTING
Art Making			50%
Art Writing			50%
TASK	DUE	COMPONENT	MARKS
1. Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame	Term 4 Week 8	Art Making 15% Art Writing 10%	25
2. Essay and Development of the Body of Work Extended written research response. Visual arts Process Diary and class work/Folio	Term 1 Week 10	Art Writing 15% Art Making 15%	30
3. Research in Class Essay Open Book	Term 2 Week 9	Art Writing 15%	15
4. Trial HSC Examination Body of Work Written	Term 3 Week 1 Term 3 Week 3/4	Art Making 20% Art Writing 10%	30
TOTAL			100

School Name:
Student Competency Assessment Schedule
COURSE: HSC Construction
2021

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster C Reading Plans and Calculating	Cluster D Formwork	Cluster E Level a simple slab	Cluster F Assemble for off- site manufacture	Trial Exam
Code	Unit of Competency	Week: 10 Term: 4	Week: 10 Term: 1	Week: 9 Term: 2	Week: 9 Term: 3	Week: 3 Term: 3
CPCCCM2001A	Read and interpret plans and specifications	X				HSC Examinable Units of Competency
CPCCCM1015A	Carry out measurements and calculations	X				
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground		X			
CPCCCA2011A	Handle carpentry materials		X			
CPCCCM2006B	Apply basic levelling procedures			X		
CPCCCO2013A	Carry out concreting to simple forms			X		
CPCCCM2005B	Use construction tools and equipment			X		
CPCCJN2001A	Assemble components				X	
CPCCJN2002B	Prepare for off-site manufacturing process				X	

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

Schools will schedule 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.

School Name: Marsden High School

Student Competency Assessment Schedule

COURSE: HSC Retail Services

2021

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam
		Working in the Industry	Handling Stock	Merchandising to Sell	Sales and Security	
Code	Unit of Competency	Week: 2 Term: 1	Week: 2 Term: 2	Week: 2 Term: 3	Week: 8 Term: 3	Week: 5 Term: 3
SIRXIND001	Work effectively in a service environment	X				HSC Examinable Units of Competency
SIRXIND002	Organise and maintain a store environment	X				
SIRRINV001	Receive and handle retail stock		X			
SIRRINV002	Control stock		X			
SIRRMER001	Produce visual merchandise displays			X		
SIRXDPK001	Advise on products and services			X		
SIRXRSK001	Identify and respond to security risks				X	
SIRXSLS001	Sell to the retail customer				X	
SIRXSLS002	Follow point-of-sale procedures				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 12 Assessment Calendar

Term 4 2020		12.10.20 – 18.12.20	10 weeks
Week Ending		Course	
1.	16 October		
2.	23 October		
3.	30 October		
4.	6 November		
5.	13 November	Ancient History Biology	
6.	20 November	Legal Studies Sport, Lifestyle and Recreation Physics	
7.	27 November	Chemistry Geography Society and Culture PDHPE	
8.	4 December	English Advanced English EAL/D English Studies English Standard English Ext 2 Investigating Science Japanese Beginners Japanese Continuers Korean Beginners Mathematics Advanced Mathematics Extension 1 Mathematics Standard 1 Mathematics Standard 2 Music Visual Arts	
9.	11 December	Mathematics Extension 2 Modern History Software Design & Development	
10.	16 December	Business Studies Community & Family Studies Drama Design & Technology English Ext 1 Industrial Technology Timber Products VET Construction	

Year 12 Assessment Calendar

Term 1 2020		27.1.21 – 1.4.21	10 weeks
Week Ending		Course	
1.	29 January		
2.	5 February	VET Retail Services	
3.	12 February		
4.	19 February	Mathematics Advanced Mathematics Extension 1	
5.	26 February	English Studies English Ext 2 Society & Culture Sport, Lifestyle and Recreation	
6.	5 March	Drama Legal Studies PDHPE	
7.	12 March	English Advanced Chemistry Japanese Beginners Japanese Continuers Korean Beginners	
8.	19 March	Community and Family Studies English EAL/D Geography Investigating Science Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2	
9.	26 March	Ancient History Business Studies English Standard Modern History Music Software Design & Development	
10.	1 April	Chinese and Literature Course Design and Technology English Ext 1 Music Industrial Technology Timber Products Visual Arts VET Construction	

Year 12 Assessment Calendar

Term 2 2021		19.4.21 – 25.6.21	10 weeks
Week Ending		Course	
1.	23 May	Drama	
2.	30 May	VET Retail Services	
3.	7 May	Chinese and Literature Course English EAL/D Legal Studies Society & Culture	
4.	14 May	Biology Software Design & Development	
5.	21 May	Ancient History Sport, Lifestyle and Recreation	
6.	28 May	English Studies Japanese Beginners Japanese Continuers Korean Beginners Modern History Physics	
7.	4 June	Geography Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2	
8.	11 June	Chinese and Literature Course Community & Family Studies English Advanced English Standard Investigating Science Mathematics Standard 1 Mathematics Standard 2 PDHPE	
9.	18 June	Business Studies Music Visual Arts VET Construction	
10.	25 June	Drama Music	

Year 12 Assessment Calendar

Term 3 2021		12.7.21 – 17.9.21	10 weeks
Week Ending		Course	
1.	16 July	Visual Arts	
2.	23 July	VET Retail Services	
3.	30 July	Trial HSC	
4.	6 August	Trial HSC	
5.	13 August	English Studies	
6.	20 August		
7.	27 August	Software Design and Development	
8.	3 September	VET Retail Services	
9.	10 September	Industrial Technology Timber Products VET Construction	
10.	17 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/>			
<hr/>			
<hr/>			
The following evidence has been provided to support this task as my own work:			
<hr/>			
<hr/>			
Date and Time Due:			
<hr/>			
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			
FOR TEACHER USE ONLY			
Date Received		Result	
Teacher's comments			
<hr/>			
<hr/>			
<hr/>			
<hr/>			
<hr/>			