



HSC Assessment Book

2017/2018

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The Nature and Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

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

It is a requirement of the HSC school assessment program that for each course taught, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the Board of Studies. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to the Board provide a rank order of students and show relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marks will continue to be used to measure and report student achievement in both the external examination and the school-based assessment at the HSC. Marks enable the characteristics that discriminate between different degrees of performance to be captured and used in reporting student performance in ways that are not possible if bands (or grades or levels) alone are used.

HSC - a standards–referenced approach

In a standards-referenced approach, the assessments submitted to NESA reflect the rank order and relative differences between the achievements of students, based on the extent to which students have demonstrated the specific knowledge and skills being assessed.

The standards that the rank order and differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions and the HSC standards packages.

The process of moderation

Moderation will continue to be necessary in the high stakes environment of the HSC. Moderation is important in ensuring the assessments submitted by different schools can be compared. Statistical moderation is an effective and efficient means for ensuring comparability.

In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group in the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.

Requirements for the Award of the HSC

The general requirements for the award of the HSC are:

1. you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
2. you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
3. you must have sat for and made a serious attempt at the required Higher School Certificate examinations.

To be awarded the HSC from St Andrews College, you must also study one of the three Religion Courses listed later in this booklet.

Additional information:

The NESA publication, *Higher School Certificate Rules and Procedures* contains all the HSC rules and requirements you will need to know. This book has been distributed to all Year 12, 2018 students.

All My Own Work

All students are required to have completed ***All My Own Work*** prior to the Preliminary Year. The College keeps a record of all students who have completed All My Own Work.

Requirements for the Award of an ATAR

The “ATAR” is the Australian Tertiary Admission Rank. The ATAR replaced the UAI (Universities Admission Index) as a means by which universities decide admissions.

The ATAR is a percentage measure which shows what percentage of students a particular candidate has performed better than. An ATAR of 50% indicates that the candidate has performed better than 50% of all students.

The ATAR is calculated from your English mark and the next best 8 units of Board Determined Courses that a student presents for the HSC examination. The ATAR is calculated using a process which compares degree of difficulty of different subjects before combining results.

Only Board Determined Courses can count towards the ATAR. Content Endorsed Courses and School Developed Courses such as Catholic Studies, SLR, Work Studies and Photography cannot.

For the purposes of calculating the ATAR, all Board Determined Courses are classified as “Category A” or “Category B”.

Students may count NO MORE THAN 2 units of “Category B” BDC subjects in their ATAR. Students can gain a completely valid HSC with more than 2 units of Category B subjects; the limitation applies simply to the calculation of the ATAR.

The Category B Board Determined Courses offered at St Andrews College are the Vocational Education Courses.

In the Vocational Education (240 Hour) courses, there is an optional examination. The examination must be undertaken in order for the course to count for an ATAR, if required to make up the minimum 10 units.

Assessment and Reporting

Teachers utilise the syllabus packages outlined by the Board of Studies for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale. You can view these on the internet at:

<http://www.boardofstudies.nsw.edu.au>

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

The HSC Testamur

- The official certificate confirming your achievement of all requirements for the award

The Record of Achievement

- This document lists the courses you have studied and reports the marks and bands you have achieved - **From 2015 it will also display students' preliminary course grades**

Course Reports

- For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

College Responsibilities

St Andrews College will:

- set tasks to measure your performance in each component of a course
- tell you the percentage value of each task
- inform you in writing of:
 - ✓ the components and their weightings
 - ✓ when tasks will take place. The assessment timeline will usually indicate the week in which a task will be completed and your class teacher will inform you in ample time (usually two weeks) if there are any changes to the timeline.
 - ✓ task criteria and outcomes to be assessed

- ✓ the standards expected at each mark range
 - ✓ the mark value of each task
 - ✓ the nature of each task e.g. assignment, test, exam etc
 - ✓ administrative details of the tasks and procedures
- keep records of your performance in each task
 - provide you with information on your progress.
 - provide opportunities for students who miss tasks with acceptable reasons to be allowed to complete the task, do an alternate task or be given an estimate. The College reserves the right to determine which of these options will apply.

Commencement of Assessment

The HSC Year commences at the **beginning of Week 3 Term 4 2017** and assessment tasks can begin from that date. At the end of this booklet you will find two listings of the assessment program. The first is a chronological list of all assessment tasks for the entire assessment program while the second lists the tasks in each faculty, with the subjects in alphabetical order. You should use this listing, in conjunction with your Learning Planner and any information given to you by your teacher, to ensure the timely completion of all assessment tasks. The schedules may be varied by your class teacher if necessary but you will be given ample notice of any such changes. Please note that the majority of task dates fall on a Monday. This will usually mean that the task will fall in the week beginning that date. You will be notified of a specific date two weeks prior to the task when the criteria for the task will be given to you.

How you are notified of assessments:

Teachers will notify students of a task with at least 2 weeks notice. This notice may be given on Drews Learning. This assessment handbook also informs you of the dates and weightings of tasks.

Electronic submissions:

If you are asked to submit a task electronically, it is strongly advised that you back-up a copy of the task and you keep a receipt of the submission as evidence.

Late submissions:

Late submissions are given a zero mark. It is important that if you have reasons for handing in a task late, you follow the illness/misadventure procedures listed in this booklet.

Teacher Absence:

If a teacher is absent on the day a written, oral or performance task is to be administered; the College will determine whether another teacher can conduct the task, or whether it will need to be rescheduled. All students would be appropriately informed.

Student Responsibilities

A **minimum** of two weeks notice is given to students regarding assessment tasks. Notice may be displayed in a central location, such as **Drews Learning**. If a student is absent when a task is handed out, it is the students' responsibility to follow this up and **check Drews Learning for task notifications. The task notification will clearly indicate how and to whom the task is to be submitted.**

You are expected to:

- attempt and complete all tasks to the best of your ability
- inform the Leader of Learning KLA of problems you may have in the completion of tasks
- inform the school by phone if you are absent for a task, complete an illness/misadventure form and provide the appropriate documentation, normally a doctor's certificate.
- read and understand the contents of this handbook and other documentation on assessment that is given to you.
- satisfactorily complete each course you are undertaking. This means that you will:
 - ✓ *follow the course developed or endorsed by the Board of Studies*
 - ✓ *apply yourself with diligence and sustained effort to the set tasks provided in the course by the school*
 - ✓ *achieve some or all of the outcomes of the course*

While the Board of Studies does not stipulate 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.

Illness/Misadventure

Where a student misses a task through illness or misadventure they should:

1. Have their parent or caregiver **contact the school before 8.30am** on the day that they are away giving details of the task they have missed. A phone call is sufficient. **If the absence is due to illness, the student is required to see a doctor and obtain a Doctors Certificate on that day.**
2. On the first day they return to school the following procedures must be followed:
 - The student must report to the school office prior to commencement of Learning Group.
 - Provide a medical certificate (for illness) or suitable documentation (for misadventure).
 - Complete an Illness/Misadventure Form and sign. (Copies of this form are available at the school office). Attach either the medical certificate or documentation supporting reasons for misadventure to the Illness/Misadventure Form.
 - Submit your assignment (if applicable) with the Illness/Misadventure Form (and attachments) and place in a secured box in the office. Students will be asked to sign a register when these steps are completed. A member of the office staff will countersign to acknowledge receipt of the assessment and necessary documentation.

Missing an exam or in-class task:

Where a student has missed an in-class task or examination the three steps outlined above must be followed. In addition, the student **MUST** report to the relevant Leader of Learning KLA to be informed of what action they will need to take in relation to the missed task. Students are required to report to the Leader of Learning KLA by the end of recess (at the latest) on their return to school.

Depending on the circumstances a student may be required to:

- submit the original task
- submit an alternative task
- receive an estimate based on previous performance in similar tasks.

Students **MUST** also adhere to the following conditions relating to assessment tasks:

- **Students must attend all classes on the day an assessment task is due.**
- **Students are not permitted to turn up late because they have been working on a task.**
- **Students can be asked to produce a doctor's certificate *if they are absent the day before a task is due.***

(Relevant documentation will be required to support reason for lateness to school.)

- Tasks must be submitted at the time designated in the assessment guidelines.
- All tasks must be submitted regardless of the penalty.
- Tasks may be emailed to the school, mailed by registered post or brought to the school by a third party. It is the student's responsibility to ensure that the school has received the task by the due date.
- Failure to follow the procedure outlined above may result in a zero mark for the task.

Deadlines and Extensions

In general, extensions of time are *not given* for Assessment Tasks, except in extraordinary circumstances. Any request for extension must be made prior to the task being due by completing an Illness / Misadventure form. These forms can be found at the Student Services area of the front office. The form must be returned to the Assistant Principal – Learning and Teaching. Students will be informed in writing of the deadlines for all assessment tasks and under normal circumstances extensions will not be granted. In exceptional cases the provisions in Illness/ Misadventure will apply.

Procedure If A Student Anticipates Missing An Assessment Task, Or Is Not Able To Hand In A Task On Time.

If a student anticipates being away for any reason for any assessment task, they should discuss the matter with the teacher and the Leader of Learning KLA as early as possible. This includes tasks that occur at school on a given day and assignments that are handed in on a given day. If the Leader of Learning KLA deems that the circumstances are sufficient consideration will be given to set a task on an earlier, alternate date. In unusual circumstances the Assistant Principal – Learning and Teaching may consider an extension to the date.

Invalid or Unreliable Tasks

Should a task fail to discriminate or prove to be unreliable, the College retains the right to readminister that task in another form. Students will be given fair warning in writing of any changes.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain 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 their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In instances where a student is shown to have gained an unfair advantage a zero mark will be given. If a student assists another student to gain an unfair advantage, each student will receive zero for that Assessment Task.

In cases of 'proven malpractice' the College is required to enter information of the case of malpractice on the BOSTES 'Malpractice Register'.

In the case of suspected plagiarism, students will be required to **provide evidence** that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Non-Completion of Assessment Tasks

To receive the Higher School Certificate each student must demonstrate satisfactory attendance, participation, effort and achievement. This includes the submission of Assessment Tasks in all subject areas, and attendance at school on days where Assessment Tasks are to be done in-class.

If a student fails to submit an Assessment Task at the time specified, she or he may receive zero for that task. Late work will not be accepted or assessed, except when an extension has been approved as outlined above.

Parents will also receive an 'N Grade warning' letter, so that the problem can be rectified before the next Assessment Task is due.

Students, who subsequently submit a serious attempt at an assessment task, even though they will receive a zero mark, will be deemed as having satisfied that part of the assessment program.

Failure to submit more than 50% of the assessment tasks in any course may result in being ineligible for the HSC in that course.

Exceptions are for the following circumstances only.

1. *An illness for which a Doctor's Certificate is supplied, the school having been informed of the reason for the absence on the day.*
2. *Unforeseen circumstances at the Principal's discretion.*

How your Final Assessment Mark is Determined

Each time you complete and submit an assessment task it will be marked and, under normal circumstances, returned to you with some information or feedback on your performance. The marks will be submitted by your teacher to:

1. the Leader of Learning KLA and
2. the Central Mark Register

Once they are entered onto the Central Mark Register, all marks are given the percentage weighting allocated to the task. At the end of the Assessment period, these marks are added in accordance with task weighting and your ranking is based on the aggregate mark. As each task in each course does not have exactly the same average mark and standard deviation, it is not possible to simply add up the marks and directly compare them to those of another student.

You may ask for your rank after the HSC Examinations are completed and if you feel that your rank is incorrect, you may ask for a review.

Appeals And Disputes Regarding Assessment

The Leader of Learning KLA, under the guidance of the Assistant Principal – Learning and Teaching, manage assessment. The determination of marks to be awarded in each assessment task will be under the discretion of these coordinators.

The Leaders of Learning KLA will complete the formulation of assessment ranking information for the provision to the Board of Studies.

Students may appeal an assessment mark or ranking. Where disputes arise, questions of interpretation or practice will be determined by the Assessment Committee once a formal appeal has been lodged. **Students can find the Application for Assessment Appeal at the Student Services area in the front office.** The membership of this committee will be the Assistant Principal - Learning and Teaching, the Leader of Learning – KLA and the Leader of Learning - Pastoral. The formal appeal must be directed to the respective Leader of Learning KLA *within twenty- four (24) hours of the return of the assessment task.*

For HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, students have the right of appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the college's records and the appropriateness of its procedures. Appeals should be directed in writing within twenty four (24) hours to the College Principal who will convene the Appeal Committee. This committee will comprise the Assessment Committee plus the College Principal. The student and/or the student's parents/caregivers will have the right to speak to the Appeals Committee. Should the student not be satisfied with the ruling of the Appeal Committee, he or she has the right to appeal to the Board of Studies within the timeframe published annually by the Board.

Disability Provisions:

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require NESA to ensure that students with a disability are able to access and respond to an examination.

NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. reading the examination questions; and/or
2. communicating his or her responses.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

Disability provisions are approved by NESA to provide students who have a **permanent** or **temporary** disability with practical support in the Higher School Certificate examinations.

Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Summary – Assessment Appeal Procedures

Q. Can I make an appeal against an assessment mark or rank?

A. Yes, within 24 hours of the return of the assessment task.
For HSC marks the timeframe is two weeks.

Q. How do I make the appeal?

A. Go to the Student Services area of the front office and collect a form – “Application For Assessment Appeal” see Appendix 2 of this booklet

Fill it in and return it to the Assistant Principal – Learning and Teaching

Q. How will the appeal be dealt with?

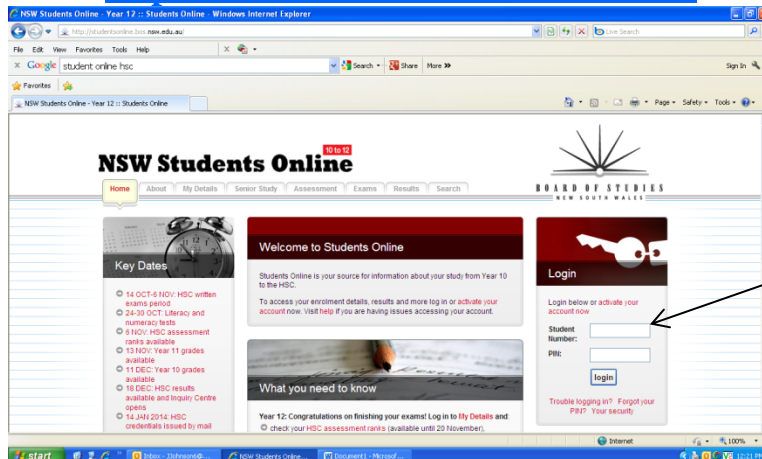
A. The Appeals Panel will consider your application and you will be informed of the outcome in writing?

Q. What if I am unsatisfied with the appeal outcome?

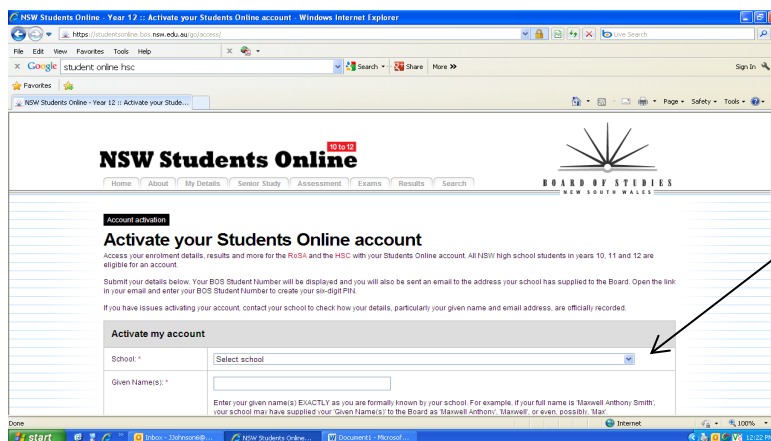
A. You may appeal to the Board of Studies.

How to activate your NESA account online

Go to <http://studentsonline.bos.nsw.edu.au/>

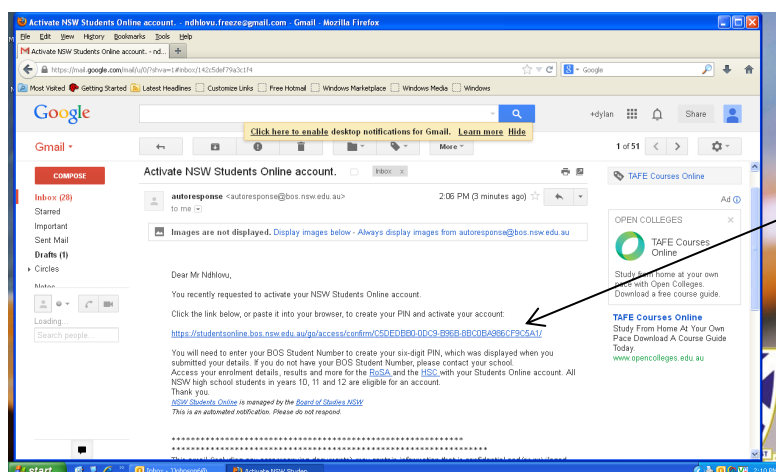


Go to Activate
Your account in
red under login



When you select the
School you need to
select St Andrews
College, Marayong
Not Breakfast Road
Then proceed to
answer all questions
and submit. Your
BOS# will appear
write it down you will
need it

Once you have done this you will be asked to go to your email you have registered at your school. (Your school email – if you have problems accessing your school email, please contact ICT for help through Drews Learning)



Click the link provided in
the email

NSW Students Online 10 to 12

Home About My Details Senior Study Assessment Exams Results Search

Account activation

Enter and verify your new PIN and then click "Confirm PIN"

Choose the six-digit PIN that you will use each time you log in to your account and enter it below:

Your PIN must be a number between 100000 and 999999.

You need your access PIN each time you log into your NSW Students Online account, so keep it safe.

Your BOS Student Number was displayed when you submitted your details. If you do not have your BOS Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

Confirm PIN

Login

Login below or activate your account now

Student Number:

PIN:

Login

Trouble logging in? Forgot your PIN? Your security

*Enter your pin & confirm.
The next screen will confirm
your account is activated.*

Your NESA account is now activated and ready to use please ensure you keep all these details and your email account register and active as you will use students online more and more leading up to you HSC. Should you need to change your email or have any concerns regarding your Board of Studies account please contact Mrs Kaio at the Junior Campus office.

ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2018 HSC year are **Construction, Entertainment and Hospitality**. These courses deliver **dual qualifications** for the **Higher School Certificate (HSC)** and for the **Australian Qualifications Framework (AQF)** and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF).

Standards Referenced Assessment

The marking of the HSC examination is **standards referenced** as is the marking of the practice HSC exam in Term 3. This internal exam provides students with an opportunity to practise their exam technique in the lead up to the HSC exam. The **Trial Exam** mark is also sent to NESA as the ‘**HSC Estimate Mark.**’ This mark will only be used by NESA if a student makes an Illness or Misadventure Appeal to NESA for the HSC examination.

a SCHEDULE OF INTERNAL STANDARDS REFERENCED ASSESSMENT TASKS AND EXAMINATIONS, IS SET OUT BELOW FOR 2017:

Course	All VET courses (except Fitness)
Task	Task 1
Name	Trial Exam
Date	Term 3 Week 3 and 4
Units Assessed	Only units assessed in the HSC examination are examinable in the Trial HSC exam. Ensure you look at the syllabus and talk to your teacher for a list of these units.
Weighting for Reports	100%

First place in course is based on performance in the Trial Exam and overall competency achievement and application.

The **HSC Examination is optional**, however students must complete the **HSC Examination Withdrawal Form** and give it to their teacher. Only one VET Framework course can contribute to the calculation of the ATAR. There is no HSC exam for the Fitness course.

Competency-Based Assessment



VET courses are **competency-based**. This means that a student's **performance** is **judged against a prescribed standard** contained in each unit of competency, not against the performance of other students. **Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continuous basis, even informally through observation over a period of time.**

During the two-year course the teacher will gather information and make judgments about a student's achievement. When a task, assignment, test or practical is administered the student will be judged as either **competent** or **not yet competent**. This judgment is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: assignments, simulated work environments, portfolios of evidence, observation, questioning and practical tasks. Student's can expect to be instructed over a period of time and then assessed using a variety of different methods.

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

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

A schedule of assessment tasks follows. The tasks, outcomes and the timing of these may be modified according to student needs and course requirements. The majority of assessment occurs towards the final weeks of the module being delivered, with the exception of some practical coursework which accumulates ongoing evidence through the module. As a result, this assessment schedule should only be used as a guide.

Construction Competency Assessment Plan Year 12 2018
CPC20211 Certificate II in Construction Pathways

Module	Unit (s)	Assessment
Module 3 All Framed Up	CPCCCM2001A Read and interpret plans and specifications CPCCCM1012A Work effectively & sustainably in the construction industry	<u>Term 4 2017 – Week 1</u> <ul style="list-style-type: none"> • Portfolio • Questioning • Observation
Module 4 Concrete Shoes	CPCCCA2003A Erect and dismantle formwork for footings & slabs on ground CPCCCO2013A Carry out concreting to simple forms CPCCCM2006B Apply basic levelling procedures	<u>Term 1 2018 – Week 6</u> <ul style="list-style-type: none"> • Portfolio • Questioning • Observation
Module 5 School-Based Project	CPCCCM2005B Use construction tools and equipment CPCCCM1013A Plan and organise work CPCCCM2004A Handle construction materials	<u>Term 4 2018 – Week 5</u> <ul style="list-style-type: none"> • Portfolio • Questioning • Observation

Entertainment Competency Assessment Plan Year 12 2018
Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

	Unit (s)	Assessment
Module 2 Bright Lights	CUAIND301 Work effectively in the creative arts industry SITXCCS303 Provide service to customers CUALGT301 Operate basic lighting CUALGT304 Install and operate follow spots	<u>Term 4 2017 – Week 7</u> <ul style="list-style-type: none"> • Observation • Structured Activities • Questions
Module 3 Curtain Call	CUAVSS302 Operate vision systems CUASTA202 Assist with bump in and bump out of shows CUAPPR304 Participate in collaborative creative projects CUASTA301 Assist with production operations for live performances CUASTA303 Operate staging elements	<u>Term 3 2018 – Week 2</u> <ul style="list-style-type: none"> • Observation • Structured Activities • Questions

Hospitality Competency Assessment Plan Year 12 2018
SIT20316 Certificate II in Hospitality

	Unit (s)	Assessment
Module 3 Café Operations	SITHFAB004 Prepare and serve non-alcoholic beverages Prerequisite: SITXFSA001 SITHFAB005 Prepare and serve espresso coffee Prerequisite: SITXFSA001 SITHFAB007 Serve food and beverage Prerequisite: SITXFSA001 BSBWOR203 Work effectively with others SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively	<u>Term 3 2018 – Week 2</u> <ul style="list-style-type: none"> • Observation • Questioning • Portfolio
Module 4 Industry Facts	SITHIND002 Source and use information on the hospitality industry SITXCOM002 Show social and cultural sensitivity	<u>Terms 2 2018 – Week 5</u> <ul style="list-style-type: none"> • Observation • Questioning • Portfolio

Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.
- **Students will be going out on their second work placement during Term 1 2018/early Term 2 2018. Students wishing to self-source for 2018 must discuss this with their teacher and the Leader of Learning VET and submit documentation by the end of Week 5, Term 4 2017.**
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of workplacement over the two years, otherwise they will not receive their HSC.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the Leader of Learning VET **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their completed **Work Placement Journal** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy** as it is proof as to how many hours were completed.

Appeals

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

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

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



Catholic Education
Diocese of Parramatta

Catholic Education Diocese of Parramatta VET Assessment Appeal Submission

Name: _____

Course: _____

School: _____

Teacher: _____

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

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

Assessor's Name: _____

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

Grounds for appeal:

Signed: _____ Date: _____

Outcome of appeal:

Principal's Signature: _____ Date: _____

(To be filed with the class assessment record.)

Office Use Only:

Date Received: _____ Received By: _____

Date Reviewed: _____ Decision: Upheld Rejected

St Andrews College Catholic Studies Assessment Schedule

HSC 2017/18

Syllabus Component	Task 1 Spiritual Pathways	Task 2 Christian Vocation	Task 3 Living Texts	Syllabus Weighting
	Prayer book	PBL	Moral decisions	
	Term 4 2017 Week 9	Term 1 2018 Week 9	Term 2 2018 Week 9	
	C6.7, C6.9, C6.10, C6.11, C6.12	C6.4, C6.9, C6.10, C6.11, C6.12	C6.3, C6.9, C6.10, C6.11, C6.12	
Knowledge skills	4	7	4	15
Source skills	2	6	2	10
Investigation skills	5		5	10
Communication skills	4	7	4	15
Cumulative Weighting	15	20	15	50

STUDIES OF RELIGION – 1 UNIT
HSC Assessment Task Schedule 2017/18

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Nature of Religion	Research Task Judaism	All Topics Examination	
Task Type	Oral	Essay		
Due Date	Week 8 Term 4	Week 5 Term 2	Week 3 Term 3	
Outcomes Assessed	H2, H3, H5, H8, H9	H1,H2, H4, H5, H6, H7, H8,	H1,H2, H4, H5, H6, H7, H8, H9	
Knowledge skills	6	6	8	20
Source skills		6	4	10
Inquiry skills	3	3	4	10
Communication skills	6		4	10
Cumulative Weighting	15	15	20	50

STUDIES OF RELIGION – 2 UNIT
HSC
Assessment Task Schedule 2017/18

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Research Task	Research Task	All Topics	
Task Type	Judaism Oral	Christianity Structured Response	Examination	
Due Date	Week 4 Term 1	Week 2 Term 2	Week 3 Term 3	
Outcomes Assessed	H1 H2 H4 H5 H6 H7 H8 H9	H1 H2 H4 H5 H6 H7 H8 H9	H1 H2 H4 H5 H6 H7 H8 H9	
Knowledge skills	12	12	16	40
Source skills		12	8	20
Investigation skills	6	6	8	20
Communication skills	12		8	20
Cumulative Weighting	30	30	40	100

	Assessment for HSC English Studies 2018				
Syllabus Component	Task 1 Elective Module 1: <i>The Big Screen</i>	Task 2 Elective Module 2: <i>Who Do I Think I Am?</i>	Task 3 Mandatory Module: <i>We Are Australians</i>	Task 4 Elective Module 3: <i>On the Road</i>	Syllabus weighting
	Term 4 Week 9 [Week beginning 4 Dec 2017]	Term 1 Week 8 [Week beginning 19 Mar 2018]	Term 2 Week 5 [Week beginning 28 May 2018]	Term 3 Week 5 [Week beginning 20 Aug 2018]	
	Outcomes assessed H1-H4	Outcomes assessed H1-H4	Outcomes assessed H1-H4	Outcomes assessed H1-H4	
Knowledge of text types and techniques	5	10	10	5	30
Receptive and productive skills	10	5	5	10	30
Using language to suit purpose audience and context	5	5	10	5	25
Planning for individual and collaborative work	5		5	5	15
Task Weighting	25	25	25	25	100

[illegible]

	HSC 2017-2018 ENGLISH ADVANCED						
	Task 1	Task 2	Task 3	Task 4	Task 5(a)	Task 5(b)	Syllabus Weighting
	Area of Study AOS Skill Portfolio [Incl. Oral Task + Reading & Writing Activities]	Module A <i>1984/Metropolis</i> Written Task	Module C <i>The Art of Travel</i> Written Task	Module B Poetry Written Task	Trial Examination [Paper 1: AOS]	Trial Examination [Paper 2: Modules]	
Date	Term 4 Weeks 8-9 <i>[Wk beginning 27 Nov]</i>	Term 1 Week 7 <i>[Week beginning 12 Mar]</i>	Term 2 Week 3 <i>[Wk beginning 14 May]</i>	Term 2 Week 9 <i>[Week beginning 25 Jun]</i>	Term 3 Week 3 / 4 <i>[Week beginning 6 Aug]</i>		
Outcomes	H4,6,7,8,10,12,13	H1,2,2A,3,6,7,8,9,11	H1,3,4,6,7,10,12,12A,13	H1,4,7	H1,2,3,4,5,6,7,8,10,11 (30%)		
Listening	10		5				15
Speaking	15						15
Reading			5	5	10	5	25
Writing			5	10	5	10	30
Viewing & Representing		15					15
Cumulative Weighting	25	15	15	15	15	15	100

HSC 2018 ENGLISH EXTENSION I

Component	Task 1	Task 2	Task 3	Component Weighting
	Extended Response	Research & Oral Presentation	Trial HSC Examination	
	Term 1 Week 4	Term 2 Week 5	Term 3 Week 3/4	
	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
Knowledge and understanding of complex texts and of how and why they are valued.	5	10	10	25
Skills in Complex Analysis, Sustained Composition & Independent Investigation	10	10	5	25
Cumulative Weighting	15	20	15	50

HSC 2018 ENGLISH EXTENSION II

Component	Task 1	Task 2	Task 3	Component Weighting
	Viva Voce	Report	Major Work Draft Version	
	Term 4 Week 9 [Week beginning 4 Dec 2017]	Term 1 Week 10 [Week beginning 2 Apr 2018]	Term 2 Week 9 [Week beginning 25 Jun 2018]	
	1, 2	1, 2	1, 2	
Skills in Extensive Independent Investigation	5	10	10	25
Skills in Sustained Composition	5	5	15	25
Cumulative Weighting	10	15	25	50

2018 HSC MATHEMATICS GENERAL 2

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Open Book Test In Class Task	Pre-released Task In Class Task	Research Task Research Assignment	Trial HSC Examination Examination	
	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3/4	
	MGP1, MGP2, MGP3, MGP6, MGP8, MGP9, MGP10, MG2H1, MG2H3, MG2H9, MG2H10	MG2H4, MG2H5, MG2H10	MG2H1, MG2H2, MG2H7, MG2H9, MG2H10	MGP1, MGP2, MGP3, MGP4, MGP5, MGP6, MGP7, MGP8, MGP9, MGP10, MG2H1, MG2H2, MG2H3, MG2H4, MG2H5, MG2H6, MG2H7, MG2H8, MG2H9, MG2H10	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
Cumulative Weighting	20	30	20	30	100

2018 HSC MATHEMATICS

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Open Book Test	Pre-released Task	Research Task	Trial HSC Examination	
	In Class Task	In Class Task	Assignment	Examination	
	Term 4 Week 9	Term 1 Week 11	Term 2 Week 8	Term 3 Week 3/4	
	P1, P2, P3, P4, P5, P6, P7, P8, H1, H2, H4, H5, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	P1, P2, P3, P4, P5, P6, P7, P8, H1, H2, H3, H4, H5, H6, H7, H8, H9	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
Cumulative Weighting	20	30	20	30	100

2018 HSC MATHEMATICS EXTENSION I

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Open Book Test	Topic Test	Research Task	Trial HSC Examination	
	In Class Task	In Class Task	Assignment and Presentation	Examination	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 3/4	
	P1, P2, P4, PE1, PE2, PE3, PE6, H1, H2, H4, H5, H6, H7, H9, HE2	H1, H2, H3, H4, H5, H6, H7, H8, H9, HE6, HE7	HE2, HE3, HE4, HE5, HE7	PE1, PE2, PE3, PE4, PE5, PE6, HE1, HE2, HE3, HE4, HE5, HE6, HE7	
Concepts, Skills and Techniques	5 (10)	7.5 (15)	5 (10)	7.5 (15)	25 (50)
Reasoning and Communication	5 (10)	7.5 (15)	5 (10)	7.5 (15)	25 (50)
Cumulative Weighting	10 (20)	15 (30)	10 (20)	15 (30)	50 (100)

Note: Bracketed figures are the Mathematics Extension I assessment weightings for students studying the Mathematics Extension II course.

2018 HSC MATHEMATICS EXTENSION II

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Open Book Test	Topic Test	Oral Presentation	Trial HSC Examination	
	In Class Task	In Class Task	Presentation	Examination	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3/4	
	E1, E2, E3, E4, E9	E1, E2, E3, E4, E6, E9	E1, E2, E7, E9	E1, E2, E3, E4, E5, E6, E7, E8, E9	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
Cumulative Weighting	20	30	20	30	100

HSC 2018 BIOLOGY

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Research Task First-hand & Second-hand Investigation	Mid-Course Examination Examination	Practical Examination First-hand Investigation	HSC Trial Examination Examination	
	Week 5 Term 4	Weeks 7-8 Term 1	Weeks 5-6 Term 2	Weeks 3-4 Term 3	
	H3 H4 H5 H12 H13 H14	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15	H11 H12 H13 H14	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15	
Knowledge and understanding	10	10		20	40
First-hand & Second-hand Investigation	10		20		30
Scientific skills	5	10	5	10	30
Cumulative Weighting	25	20	25	30	100

HSC 2018 CHEMISTRY

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Secondary Sources Investigation Second-hand Investigation	Mid-Course Examination Examination	Performing and reporting a first-hand investigation First-hand Investigation	HSC Trial Examination Examination	
	Week 9 Term 4	Week 6 Term 1	Week 7 Term 2	Weeks 3-4 Term 3	
	H3 H4 H5 H9 H12 H13 H14 H15	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15	H11 H12 H13 H14	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15	
Knowledge and understanding	5	10	5	20	40
First-hand & Second-hand Investigation	15		15		30
Scientific skills	5	5	10	10	30
Cumulative Weighting	25	15	30	30	100

HSC 2018 PHYSICS

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Practical Research First-hand & Second-hand Investigation	Mid-Course Examination Examination	HSC Trial Examination Examination	Practical Examination First-hand Investigation	
	Week 2 Term 1	Week 6 Term 1	Weeks 3-4 Term 3	Weeks 5 Term 3	
	H1 H2 H3 H4 H6 H7 H8 H11 H12 H13 H14 H15	H1 H2 H3 H4 H6 H7 H9 H10 H13 H14	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15	H3 H5 H12 H13 H14 H15	
Knowledge and understanding	10	9	15	6	40
First-hand & Second-hand Investigation	15		5	10	30
Scientific skills	5	1	10	14	30
Cumulative Weighting	30	10	30	30	100

HSC 2018 SENIOR SCIENCE

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Practical Examination First-hand Investigation	Mid-Course Examination Examination	Research Task First-hand & Second-hand Investigation	HSC Trial Examination Examination	
	Week 8-9 Term 4	Weeks 7-8 Term 1	Weeks 7 Term 2	Weeks 3-4 Term 3	
Outcomes	H11 H12 H13 H14	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15	H3 H4 H5 H9 H11 H12 H13 H14 H15	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15	
Knowledge and understanding		10	10	20	40
First-hand & Second-hand Investigation	20		10		30
Scientific skills	5	10	5	10	30
Cumulative Weighting	25	20	25	30	100

DRAMA Year 12 HSC 2018					
	Task 1	Task 2	Task 3	Task 4	Component Weighting
Component	Performance Essay – Contemporary Australian Drama & Theatre Practice Performance and Logbook Students select scenes to workshop and discuss based on a given essay topic.	Performance Verbatim Theatre Performance and Logbook Students workshop and create and perform a piece of Verbatim Theatre based on a specific topic.	Work in Progress Logbook Oral Presentation Students present their Individual and Group Performance discussing progress.	Individual Project Group Performance HSC Trial Examination Logbook Performance Oral Examination Students sit in a written examination comprising of the 2 content areas Australian - CATP and Studies in Drama and Theatre -Verbatim) as well as presenting their Individual Project and Group Performance and associated logbooks.	
	Term 1 2018 Week 2	Term 2 2018 Week 5	Term 2 Week 10	Term 3 Week 1 (GP & IP) Week 3-4 (Theory)	
	H1.1, H1.2, H1.3, H1.5, H1.7, H2.3, H3.3	H1.1, H1.2, H1.3, H1.5, H1.7, H2.3, H3.3	H1.2, H1.3, H.1.4 H1.5, H1.6 H1.7, H2.1, H2.2, H2.3 H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing	5	5	10	10	30
Critically Studying	10	10		10	30
Cumulative Weighting	25	25	20	30	100

MUSIC 1 - (2 Unit)

Syllabus Component	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weighting
	Composition and Analysis	Mid course Examination Aural Exam	Viva Voce	Presentation of Core / Electives	Trial HSC Examination Aural, Core and Electives	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 5	Term 2 Week 8	Term 3 Week 3	
	H3, H4, H5, H6, H7, H8	H4, H6	H2, H4, H6, H7, H8	H1, H5, H7, H8	H1, H2, H4, H5, H6, H7, H8	
CORE PERFORMANCE				5	5	10
CORE COMPOSITION	10					10
CORE MUSICOLOGY			10			10
CORE AURAL	5	10			10	25
ELECTIVES*				21	24	45
Cumulative Weighting	15	10	10	26	39	100

Assessment Plan HSC – Photography, Video and Digital Imaging 2017 - 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Portfolio of Works and Workbook(PD)	Portfolio of Works and Workbook(PD)	Presentation	Portfolio of Works and Workbook(PD)	
Date Due	Term 4 Week 9	Term 1 Week 9	Term 2 Weeks 6	Term 3 Week 2	
Outcomes	M1,M2,M3,M4,M5,M6 CH1,CH2,CH3,CH4,CH5	M1,M2,M3,M4,M5,M6 CH1,CH2,CH3,CH4,CH5	CH1,CH2,CH3,CH4,CH5	M1,M2,M3,M4,M5,M6	
Critical and Historical Studies	10	10	10		30
Making	20	20		30	70
Cumulative Weighting	30	30	10	30	100

VISUAL ARTS HSC 2 Unit

VISUAL ARTS HSC 2 Unit					
Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Development of the Body of Work I VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames. Research and comparative analysis of student practice and selected artists' practice.	In Class Essay In class essay based on class work and / or case study content.	Body of Works Development II Development of body of work – works under development, VAPD, oral and/or written presentation about intentions, conceptual framework relations and viewpoint/s.	Trial HSC Examination Art Criticism and Art History Written Examination Resolving the Body of Work Artworks undergoing refinement, VAPD including Artist Statement and curation of works for HSC submission	
	Term 4 Week 9	Term 1 Week 5	Term 2 Week 7	Term 3 Week 3/4/5	
	H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H5, H6, H8	H2, H4, H5, H6 H7, H8, H9, H10	
Art Making	10		25	15	50
Art Criticism & Art History	10	20	5	15	50
Cumulative Weighting	20	20	30	30	100

2018 ASSESSMENT SCHEDULE FOR HSC ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Spartan Society Source Analysis	Cities of Vesuvius Glossary of Terms and Concepts	Greece 500 -440 BC Research and Oral Presentation	CSSA Trial Examination All topics	
	Submitted task	Submitted & in-class task	Submitted & in-class task	In school task	
	H1.1, H3.1, H3.6, H4.1, H4.2	H1.1, H3.2, H3.4, H4.1, H4.2	H1.1, H3.2, H3.6, H4.1, H4.2	H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2	
	Term 4 Week 7	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3/4	
	Max Mark: 100	Max Mark: 100	Max Mark: 100	Max Mark: 100	
Knowledge and understanding of course content	5		10	25	40
Source-based skills	5	10		5	20
Historical inquiry and research		10	10		20
Communication of historical understandings in appropriate forms	5	5	10		20
Cumulative Weighting	15	25	30	30	100

St Andrews College **2018 ASSESSMENT PLAN FOR HSC BUSINESS STUDIES**

	Task 1	Task 2	Task 3	Task 4	Component Weighting
Component	Operations	Finance	Marketing	All topics	
	Submitted task	In Class Task	Submitted task	In school task	
	Topic Assignment	Topic Test - Finance	Marketing Report	Trial HSC Exams	
	Term 4 Week 9	Term 1 Week 7/8	Term 2 Week 7	Term 3 Weeks 3/4	
	H2, H4, H5, H9	H5, H8, H9, H10	H4, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
	Max Mark 100	Max Mark 100	Max Mark 100	Max Mark 100	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total (cumulative weighting – BOS)	20	25	25	30	100

ST ANDREWS COLLEGE – HSC ECONOMICS 2018

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Global Economy	Economic Issues	Economic Policies & Management and Australia's Place in the Global Economy	CSSA Trial HSC Examination	
	Research hand-in and related in-class extended response:	In-class test (objective response and short-answer questions)	Research hand-in and related in-class extended response	Examination	
	Submitted task	In school task	Submitted and in class task	In school task	
	Term 4 Week 10	Term 2 Week 5	Term 2 Week 10	Term 3 Week 3/4	
	H1, H2, H4, H7, H9, H10, H11, H12	H1, H4, H7, H10, H11	H1, H5, H6, H7, H9, H10, H12	H1, H2, H3, H4, H6, H7, H8, H10, H11	
	Max mark 100	Max mark 100	Max mark 100	Max mark 100	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Cumulative Weighting	25	20	25	30	100

2018 HSC Assessment Plan Geography 2 Unit

Component	Task 1 Fieldwork	Task 3 Urban Research	Task 4 People & Economic Activity	Task 5 Trial Examination	Component Weighting
	Fieldwork Report/Skills	Research Framework and Report	Extended Response/Fieldwork	Examination	
	Submitted task	Submitted task	In class and submitted	Exam	
	Term 4 Week 9 12/12/2017	Term 2 Week 3 15/5/2018	Term 2 Week 9 28/6/2018	Term 3 Week 3/4 6/8/2018	
	H1 H 2 H5 H6 H10 H11 H12 H13	H3 H7 H8 H9 H10 H12 H13	H1 H4 H10 H11 H12 H13	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13	
	Max mark 100	Max mark 100	Max mark 100	Max mark 100	
Knowledge & Understanding of course content	5	10	10	15	40
Geographical Skills and Tools	10			10	20
Geographical inquiry – research/fieldwork	10	5	5		20
Communication of geographical ideas, information and issues in various formats		10	10		20
Cumulative Weighting	25	25	25	25	100

ST ANDREWS COLLEGE - 2018 Assessment Plan – HSC Legal Studies

	Task 1	Task 2	Task 3	Task 4	Component Weighting
Component	Core Topic I: Crime	Core Topic: Human Rights	Option: Family	Trial HSC Examination	
	Crime: Case Study	Research of a contemporary issue	Media file and written task	Examination	
	Submitted task	Submitted and in-class task	Submitted	In school task	
	H3, H4, H5, H6, H7, H8, H9, H10	H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10.	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3/4	
	Max mark 100	Max mark 100	Max mark 100	Max mark 100	
Knowledge and understanding of course content	10	5	5	40	60
Research	5	5	10		20
Communication	5	10	5		20
Cumulative Weighting	20	20	20	40	100

2018 HSC MODERN HISTORY					
Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	World War One Source Analysis	National Study: Research Essay	Personality: Oral Presentation and extended response in class	Trial HSC Examination Exam	
	Term 4 Week 9	Term 2 Week 2	Term 2 Weeks 8/9	Term 3 Weeks 3/4	
Outcomes	H1.1, H3.3, H3.4, H4.1	H1.1, H1.2, H2.1, H4.1, H4.2	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	
	Max Mark: 100	Max Mark: 100	Max Mark: 100	Max Mark: 100	
Knowledge and understanding of content		5	5	30	40
Source based skills	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	10	5	5		20
Cumulative Weighting	20	20	20	40	100

St Andrews College
2018 HSC ASSESSMENT PLAN - SOCIETY & CULTURE

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Social and Cultural Continuity and Change Research and related in-class short answer response	Popular Culture Oral task and written submission	Social Conformity and Nonconformity Research and Report	Trial HSC written examination Formal Examination	
	Submitted task and in-class task	Submitted and in-class task	Submitted task	In school task	
	Term 4 Week 9	Term 1 Week 6	Term 2 Week 7	Term 3 Week 3/4	
	H1, H2, H3, H4, H5, H7, H9, H10	H1, H2, H3, H5, H6, H7, H8, H9, H10	H1, H2, H3, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	
	Max Mark 100	Max Mark 100	Max Mark 100	Max Mark 100	
Knowledge and understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methodologies	10	5	10	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
CUMULATIVE WEIGHTING	25	20	25	30	100

St Andrews College Assessment Schedule 2017/2018

Japanese Continuers HSC COURSE

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Nature of Task Response in English to written texts	Nature of Task Response to spoken texts and oral interaction	Nature of Task Composing a written text	Nature of Task Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 week 7/8	Term 2 week 6	Term 3 week 3/4	
Outcomes Assessed	3.1, 3.2, 3.3, 3.4, 3.5, 4.2	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3	2.1, 2.2, 2.3, 3.1, 4.1, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening		20		10	30
Reading	20			10	30
Speaking		15		5	20
Writing			15	5	20
Cumulative Weighting Total %	20	35	15	30	100

ST ANDREWS COLLEGE HSC 2017/2018 COMMUNITY AND FAMILY STUDIES 2 UNIT

Syllabus Component	Task 1 IRP	Task 2 Parenting & Caring	Task 3 Groups In Context	Task 4 Trial HSC	Component Weighting
	Research Task 12CF1811	Research Report 12CF1822	Oral Presentation 12CF1823	Examination 12CF1824	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3/4	
	H4.1,H4.2	H1.1,2.1,2.2, 3.2, 5.1, 5.2, 7.1 7.4	H2.2, 3.1, 3.3, 4.1, 4.2, 5.1, 6.2, 7.1	H1.1 – H6.2	
Knowledge & Understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> resource management positive relationships range of societal factors nature of groups families and communities 		10	15	15	40
Skills in: <ul style="list-style-type: none"> applying management process to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing 	5	10	5	5	25
Knowledge and understanding about research, methodology and skills in researching, critical thinking, analysing and communicating	15	5	5	10	35
Cumulative Weighting	20	25	25	30	100

Sport, Lifestyle & Recreation - 2 Unit HSC 2018

Syllabus Component	Task 1 Aquatics	Task 2 Resistance Training	Task 3 Individual Games and Applications	Syllabus Weighting
	Research	Program	Creative Design	
	Week 9 Term 4	Week 9 Term 1	Week 10 Term 3	
Outcomes Assessed	1.1,2.2,4.5	P1.2, 1.3, 2.1, 2.2, 3.2	P1.1, 1.3, 2.1, 3.1, 4.4	
Knowledge and Understanding	20	15	15	50
Skills	15	15	20	50
Cumulative Weighting	35	30	35	100

ST ANDREWS COLLEGE HSC 2017/2018 PDHPE

Syllabus Component	Task 1 Health Priorities	Task 2 Factors Affecting Performance	Task 3 Improving Performance	Task 4 Trial HSC Exam	Component Weighting
	Research Analysis 12PD1811	Critical Analysis 12PD1822	Research Essay 12PD1823	Examination 12PD1824	
	Term 4 Week 6	Term 1 Week 2	Term 2 Week 8	Term 3 Week 3/4	
	H1, H2, H3, H4, H5 H14, H15, H16	H7, H-8,H10, H16	H8-H10, H16	H1-5, H7-11, H13-17	
Knowledge & Understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves 	5	10	10	15	40
Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity 	5	10	5	10	30
Skills in critical thinking, research and analysis	10	5	10	5	30
Cumulative Weighting	20	25	25	30	100

DESIGN & TECHNOLOGY 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	MDP Presentation	Innovative Designers	MDP Management Report	Trial HSC Exam	
Task Type	Presentation	Case Study	Report	Examination	
Due Date	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3/4	
Outcomes Assessed	H4.1, H4.2, H5.1	H2.2, H3.1, H3.2, H6.2	H4.3, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Innovation and emerging technologies		20		20	40
Designing and producing	20		20	20	60
Cumulative Weighting	20	20	20	40	100

ENGINEERING STUDIES

2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	Civil Structures	Personal & Public	Aeronautical	Trial HSC Exam	
Task Type	Design, build & test Bridge Construction	Transport Research Task	Engineering Report	 Examination	
Due Date	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3/4	
Outcomes Assessed	H2.1, H3.1, H5.2, H6.2	H1.1, H3.1, H4.1, H6.1	H2.2, H3.2, H5.1	H1.2, H3.1, H3.3, H4.2, H4.3	
Knowledge and understanding of engineering principles and developments in technology	10	15	10	15	50
Skills in research, problem solving and communication related to engineering	5	5	10	10	30
Understanding of the scope and role of engineering including management and problem solving	5	5	5	5	20
Cumulative Weighting	20	25	25	30	100

Food Technology Assessment Schedule 2 Unit Year 12 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task name and task Type	Australian Food Industry PowerPoint & Oral Presentation	Mid Course Examination: Hand in Essay	Food Product Development Research Report, Food Preparation and Evaluation	Trial HSC Examination Written Exam	
Due Date	Term 4 Week 10	Term 1 Week 7 & 8	Term 2 Week 9	Term 3 Week 3, 4 & 5	
Outcomes Assessed Syllabus components listed:	H1,2, H1.4, H3.1	H1.1, H4.2, H1,2, H1.4, H3.1	H1.3, H4.1	H1.1, H1.2, H1.3, H2.1, H4.2,	
Knowledge and understanding of food technology		15		5	20
Skills in researching, analysing and communicating food issues	10	5	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	10		15	5	30
Skills in designing, implementing and evaluating solutions to food situations	5	5		10	20
Cumulative Weighting	25%	25%	25%	25%	100

Industrial Technology – Year 12

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	Designing and Planning	Industry Study	Project Development and Management	HSC Trial Examination	
Task Type	Presentation	Report	Report and Presentation	Examination	
Due Date	Term 1 Week 2	Term 2 Week 2	Term 2 Week 8	Term 3 Week 3/4	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1	
Knowledge and understanding of course content	5	5	20	10	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	10	20	60
Cumulative Weighting	20	20	30	30	100

INFORMATION PROCESSES & TECHNOLOGY 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	Information System	Mid Course Inclass Examination	Information System	Trial HSC Exam	
Task Type	Case Study	Examination	Case Study	Examination	
Due Date	Term 4 Week 8	Term 1 Week 6	Term 2 Week 10	Term 3 Week 3/4	
Outcomes Assessed	H1.1, H2.1, H3.2, H5.1, H6.1, H7.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.2, H2.2, H3.2, H4.1, H5.2, H6.2, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	
Project Work	10		5	5	20
Information Systems and Databases	10	5		5	20
Communication Systems		15		5	20
Option Topics			30	10	40
Cumulative Weighting	20	20	35	25	100

