



CANTERBURY GIRLS^{HIGH} SCHOOL



YEAR 12 ASSESSMENT POLICY AND SCHEDULE 2018 - 2019



ASSESSMENT POLICY HANDBOOK HIGHER SCHOOL CERTIFICATE 2019

Dear Year 12 Student,

This booklet contains important information about your HSC Assessment which will commence in Term 4, 2018. A calendar is provided on page 4. You are advised to complete it and use it for planning and studying purposes. It is **your** responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or Head Teacher of that course **before** the task is attempted.

You are required to attempt **ALL** assessment tasks and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work, such as homework, assignments or fieldwork which may not be part of the actual assessment program but still vital for you to achieve the outcomes of each course.

The purpose of the assessment schedule is to support students by giving them credit for the work they have completed for the duration of their HSC subjects and allowing them to be given a fair mark in the unlikely event they miss an HSC examination through illness/misadventure.

This handbook is divided into two sections:

- General information
- Subject/course specific assessment schedules

Please contact me if you or your family require assistance with any of the information contained in this booklet.

Robyn Andrews
October 2018

Assessment Policy Higher School Certificate Year 12 2019

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Year 12 Assessment Task Planner and Calendar

Enter the details of your assessment tasks on this calendar and use it for planning purposes.

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 4 2018	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 1 2019	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2 2019	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3 2019	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					

General Information

1. Eligibility for a Higher School Certificate

To be eligible for a HSC in 2019, you must ensure that you satisfy these requirements:

- Satisfactorily complete course requirements and assessment requirements for each course.
- Satisfactorily complete:
 - subjects that total at least 10 Units
 - at least 6 Units of NESA Developed Courses
 - at least 2 Units of English
 - at least three (3) courses of 2 Unit value or greater
 - at least four (4) subjects
 - no more than six (6) units of Science.

2. Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number - not a mark- that indicates a student's position in relation to their cohort. The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by tertiary institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses. To be eligible for an ATAR in 2019, a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Eight units from Category A courses
- Two units of English
- Three NESA Developed courses of two units or greater
- Four subjects.

Additional information may be accessed at: <http://www.uac.edu.au/undergraduate/atar/>

3. HSC/TAFE Credit Transfer

Credit transfer from the HSC to the TAFE system is available for some courses. This means that your HSC studies can give you credit or advanced standing towards some certificate and diploma courses in TAFE. Check with the TAFE College or see our Careers Adviser for full details of TAFE courses which accept advanced standing and the level of HSC achievement necessary.

4. Your Obligations

You are obliged to:

- Attend all lessons
- Hand in all assessment tasks on the day and time they are due
- Make a serious attempt at all assessment tasks
- Hand work in on time to avoid penalties
- Provide evidence for missed tasks (e.g. Doctor's Certificate) and complete an Illness/Misadventure form.

5. School's Obligations

The school is obliged to:

- Provide written notice 10 school days before the due date of:
 - assessment components and weighting
 - the nature of each assessment task
 - duration and time of each task

- the mark value of each task
- course outcomes being assessed.

6. Study Periods and Learning Centre Procedures

Under the rules of the HSC, the majority of students will only study 10 Units. This means that you may have less face to face periods and more study periods during the school day. In the lesson time when you are not required in class, you are expected to work in the Library in the Learning Centre - any missed periods in the Learning Centre will be treated as truancy. It is critical that you make the most of all time spent in the Learning Centre. The Learning Centre is staffed, and you should seek support and assistance from staff on duty.

Both the assessment schedule and the HSC are academically very demanding - the school believes that availability of additional study time through the Learning Centre is a great advantage. Use this time constructively on projects, assignments or set homework. Seek out your classroom teachers for help when required.

7. Application

Satisfactory application is essential for the award of a Higher School Certificate. The Principal must certify as to whether students have applied themselves at school to a degree that warrants the award. In determining this judgement, the Principal will take into account the degree of effort shown by students and their attitude towards their studies.

Determinations regarding satisfactory completions are decisions which affect the award of the Higher School Certificate. Determinations regarding individual courses are made in terms of the requirements for satisfactory completion by the Head Teacher responsible for that course.

In circumstances where overall application is unsatisfactory, the Higher School Certificate will NOT be issued.

8. Completion of Course Requirements

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by **effort and application**, achieved the desired student outcomes of the various syllabuses as laid down by the NESA.

If such evidence does not exist, the school MUST apply an 'N' award for that course.

In determining what constitutes satisfactory completion, you will not be considered to simply 'pass' or 'fail' based on some minimum acceptable achievement nor will you be regarded as satisfactory if you do no more than attend regularly. Account is taken of both your application and the degree of achievement of NESA's objectives and outcomes of the course.

If you have not engaged in an acceptable level of class or assessment work, you CANNOT be regarded as satisfactorily completing that course as you are not achieving course outcomes.

Also, you may be judged not to have satisfactorily completed a course if there is sufficient evidence of:

- omission to a significant degree, of experiences which are integral requirements of the syllabus. e.g. assignments, work placement, field studies, practical work, participation In Class
- preparation so insubstantial that poor examination performance is likely to result
- failure to make a genuine attempt at assessment tasks which contribute more than 50% of the available marks. If you score zero in a particular task it is matter for your teacher's professional judgement whether the attempt is a genuine one.

You must have satisfactorily completed courses totalling at least 10 units to be eligible for the award of a Higher School Certificate.

9. Completion of Assessment Tasks

You are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, tests and hand in tasks.

9.1 Requirements

The minimum requirement for NESA-determined courses is that you undertake tasks which contribute in excess of 50% of the available marks.

It is emphasised that completion of tasks totalling exactly 50% is NOT sufficient!

Failure to comply with this ruling will render the course not to have been satisfactorily completed. You must also complete non-assessable tasks worth more than 50% of the available marks to be considered to have satisfactorily completed a course.

If you do not comply with the assessment requirements in any course you do not get a moderated assessment mark or an examination mark for that course. In the case of Extension 1 or Extension 2 courses, if the assessment requirements are not met for the common (2 units or Extension 1) part, then you will not receive a result in the course at all.

9.2 Electronic Presentation of Tasks

All task/assignments are to be handed in as a hard copy. Electronic presentation of a task must be at the discretion of the Head Teacher of the course.

In the event of an electronic submission of a task, save a back-up copy of the task on a usb or school network or other device.

In the event that a task is required to be presented electronically and there is a computer failure, the student must contact the Head Teacher immediately. In support of their claim, students must be able to present a back-up copy of the task at the first available opportunity and / or other supporting evidence showing progress made in relation to the task.

10. Submission of Assessment Tasks, Malpractice, Breaches of Assessment Procedures and Illness/Misadventure

10.1 Submission of Assessment Tasks

- 10.1.1 Students will be issued with a calendar, as part of this policy, showing the proposed assessable tasks in all subjects. The calendar will give the task name and week for completion.
- 10.1.2 Notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will be given for variations to the published Assessment Calendar or content of tasks.
- 10.1.3 Students are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, tests and hand in tasks.
- 10.1.4 No assessable task will be set for submission on the last day of the term, although students may be required to complete practical tasks and hand in associated materials.

10.2 Late Submission of Tasks

If an assessable task has to be submitted and a student fails to do so by the specified date, a mark of 0 will be given, unless a Medical/Misadventure Certificate giving acceptable reasons is given to the teacher, Head Teacher or the Deputy Principal, on the morning of the first day of the student's return to school and an Illness/Misadventure form completed.

If a student fails to hand in an assessable task before a holiday period, a mark of 0 will be given unless evidence is provided. Parent letters and Medical/Misadventure Certificates are necessary if medical reasons are given for late submission. They must be produced on the morning of the first day of the student's return and an

Illness/Misadventure application completed. If a student misses scheduled classes or arrives late on an assessable task day without a valid reason, a mark of 0 will be given. Students cannot absent themselves from class to prepare for tasks. This will result in a mark of 0 being given.

10.3 Non Submission of Assessment Tasks

- 10.3.1 A mark of 0 will be given for non-submission of an assessable task.
- 10.3.2 If a student does not submit or present for tasks totalling 50% of the final Assessment mark of a course neither the examination mark nor the assessment mark will be reported for that course.
- 10.3.3 Written notification to parents will be given of each occurrence of a zero assessment mark.

10.4 Non Attendance at a Test, Exam, Field Study or Practical Assessment

- 10.4.1 If a valid reason (see below 10.6) is given for non-attendance (illness or approved leave) then students may be able to submit the completed task or be issued with a substitute task, and assessed on their performance in that task. Failure to complete a substitute task will mean a zero mark will be given.
- 10.4.2 In exceptional circumstances, students will not be required to complete the task. Their final assessment mark in the subject will be achieved using the completed assessment task marks and converting these to a mark out of 100. The rate of the conversion will depend on the percentage of tasks completed. For example, if only 80% of tasks have been completed and Illness / Misadventure successfully applied, the student's final assessment mark will be converted from their mark out of 80 to a mark out of 100.
- 10.4.3 If a student is late for a test, practical or examination, no extra time will be given except in extraordinary circumstances and approval by relevant Head Teacher / Deputy Principal.
- 10.4.4 If no valid reason for non-attendance is given, a mark of 0 will be awarded.
- 10.4.5 If a student misses scheduled classes before an assessable test, without a valid reason, a mark of 0 will be awarded. (This includes *Extension* classes scheduled outside normal periods).

10.5 Cheating During an Examination or Assessment Task

- 10.5.1 If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of 0 will be awarded and they may be entered onto NESA's Malpractice Register.
- 10.5.2 If a student submits a prepared task, which her teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a mark of 0. (Refer to Item 7 below for more details.)
- 10.5.3 Cheating includes plagiarism. (See section 10.8 for additional information.)

10.6 Valid Reasons for Late Submissions, Non Attendance, Lateness

- 10.6.1 Medical reasons i.e. illness verified by a Medical/Misadventure Certificate from a health professional.
- 10.6.2 Non-Medical Reasons: Approved leave approved only by the Principal, verified absence from other government agency – police, court etc.

10.7 Illness/Misadventure

The following applies to the non-completion of assessment tasks due to illness and/or misadventure for Year 12:

1. All students are required to comply with the school's assessment policies as outlined in the assessment handbooks for Higher School Certificate students.
2. Students may be prevented from completing an assessment task on time, or completing an assessment to a standard commensurate with their ability, due to them experiencing illness/misadventure.
3. A student may lodge an Illness/Misadventure Appeal form in support of any assessment task not completed or adversely affected by illness and/or misadventure. Note: Illness/Misadventure does NOT cover:
 - difficulties in preparation
 - alleged deficiencies in tuition
 - family celebrations / commitments
 - loss of study time prior to the formal study vacation
 - misreading the examination timetable

- misreading of examination instructions, and,
 - long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period.
4. To complete an Illness/Misadventure application you should:
- A. Ring the Head Teacher/Deputy on the morning of the task, and let them know you are going to miss the assessment task and why.
 - B. Visit the Head Teacher before school on the morning of your first day back at school and request an Illness/Misadventure form or download from the school's website.
 - C. Complete the Illness/Misadventure form that night and have your parents sign it.
 - D. Attach any medical certificate or supporting documentation (e.g. letter from a parent/caregiver or other professional such as police, social worker, counsellor) to the Illness/Misadventure form
 - E. Return the completed and signed Illness/Misadventure form to the Head Teacher the next day you are at school.
5. Student Medical/Misadventure Certificates must be completed using the form (Attachment 1)
- Include the Practitioner's details and stamp
 - Include the date of the missed task
 - Include testimony and signature of the practitioner
 - Show the length of time the student will be unfit for school.
6. A decision as to whether the appeal will be upheld should be made within three working days by the Deputy Principal in consultation with the Head Teacher. The Deputy Principal will inform the student and their parents of this decision.
7. If the appeal is upheld, a decision will be made as to whether to allow the student to re-sit / resubmit the assessment task, or to adjust the final assessment result based on a student's performance in previously undertaken tasks.
8. If the appeal is not upheld, the existing assessment mark will remain for any task attempted; a zero allocated and a warning letter sent for any task not attempted.
9. Applications will be discreetly managed on a case by case basis – no blanket rule in the case of illness and misadventure can apply.

10.8 Plagiarism

Plagiarism can be viewed as the product of poor examination preparation, research skills, lack of confidence or many other variables. Opportunities for plagiarism have spread with the increased access to the Internet. In the end it is an act which can potentially give an unfair advantage to a student in terms of other candidates in the same course.

Plagiarism includes using work of another individual and presenting it as one's own (*Macquarie University, Plagiarism Policy 2003*). The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material i.e. repeated long quotations. (The Learning Centre, Avoiding Plagiarism, UNSW).

Strategies to avoid Plagiarism:

- Make sure you understand the set question and the sub-components of the question. If you are not clear ask your teacher and make sure you do this when the question is given out, rather than leaving it too late to effectively complete the task.

- Plan your resources to thoroughly research the set question as quality investigation takes time, organisation and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the project/assignment then make sure you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc. (This means a bibliography.)
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thought about the material and understood it, stating clearly where you found the ideas.

Consequences of Plagiarism:

Plagiarism is a form of malpractice and as such a zero will be awarded to any student for the work they are found guilty of actively plagiarising.

11. Mandatory Work Placement

- All VET courses have a minimum 35 hours of work placement in Year 12, which are not at the discretion of students and/or families.
- The school has set certain weeks in the calendar as work placement weeks.
- Students are expected to check they have no other assessable tasks due during this time and to discuss any issues with their VET teacher.
- Work placement is no reason for lack of completion of other tasks.
- Failure to complete work placement, will result in an 'N' award and may mean you cannot receive your HSC.

12. HSC Examinations

When you are attending an HSC examination at school, you are still under the authority of the Principal except when assembling for, undertaking and leaving examinations. Students are required to wear full school uniform for the examinations. During these times the Presiding Officer is responsible for your supervision. Any malpractice or breach of procedures will be reported to the NESA which will then submit an official report to the Principal. This could result in the non-award of a Higher School Certificate.

13. Examination Rules

In assessment tasks and the HSC examinations

Students MUST:

- Follow the day to day rules of the school
- Follow the supervisor's instructions at all times behaving in a polite and courteous manner
- Make a serious attempt at answering all questions in the assessment task/test.

Students MUST NOT:

- Speak to any other person upon entering the room or at any time during the examination
- Behave in a way that disturbs other students
- Take any material or equipment into the room other than equipment allowed by the NESA
- Take a mobile phone or any other electrical device not approved by the NESA.

14. Non-Serious Attempts in HSC Examinations

Non-serious attempts at any examination are identified by the examination committees and dealt with by the NESA. Both the Principal and you will be informed of any instance where an attempt is considered as non-serious.

Answers to all questions must be in English (unless specifically instructed otherwise, such as in Languages papers) or they will be classified as a non-serious attempt by NESA.

NESA has determined that HSC candidates who do not make a serious attempt at any examination may not receive an award in the course concerned. This may render some candidates ineligible for the award of the HSC.

Examination committees will also be asked to bring to NESA's attention, cases where candidate's examination papers contain frivolous or objectionable material.

15. Conduct/Behaviour Leading up to and including the HSC

Upon completion of the Trial HSC in Term 3, you must return to school and attend all lessons up to the end of Term 3. Most subjects will not have completed their syllabus content by this time and those that have will provide you with valuable revision and resource material. During the STUVAC period, teachers will be available during their normal timetabled lessons, however it would be advisable to phone and confirm their availability before coming to school.

An exemplary standard of behaviour is expected from all Year 12 students throughout the HSC examination period.

The following behaviours are not to be displayed at any time:

- unauthorised visits to other schools
- trespassing
- offensive language and/or behaviour
- dangerous use of motor vehicles
- any other activity or behaviour considered unacceptable.

Consequences to be applied if such behaviours are displayed include:

- loss of reference
- non-attendance at school farewell
- possible loss of the HSC
- police involvement
- liability for any damages caused
- liability for any injuries caused.

16. Some Common Questions Regarding HSC Assessment

16.1 What is Assessment?

Assessment:

- is a measure of your achievements relative to set standards in that course
- provides a measure of each student's overall performance in a course
- provides a measure of each student's degree of achievement of course outcomes.

16.2 Why do we have Assessment Tasks?

Assessment tasks allow you:

- the time to learn skills and attitudes and demonstrate these
- to participate in and demonstrate your ability in activities such as fieldwork
- to demonstrate your abilities and skills in aspects of the course which are not readily assessed by the HSC exam itself. For example, debating, group work, oral presentations.

16.3 How will I be assessed?

Assessment happens systematically and in a planned way at specified points in the course. The assessment tasks may comprise of such things as:

- written, practical, aural/oral tests
- class and/or home assignments
- case studies, written reports
- student explanation and demonstration
- individual projects of varying degree of length and complexity
- oral presentations, essays
- practical tasks/assignments
- portfolios of students' work, diaries and log books
- formal and informal (eg 'open book') tests.

Each task in each course carries a specific weight of marks. You must seriously attempt tasks which total more than 50% of the available weight of marks to satisfy each course's requirements.

You must also be aware that it is not the value of the assessment mark that is important, but your position in the course ranking and the relative difference between your assessment and another student's assessment in the course.

As the assessment marks submitted to NESA are moderated by them, it is your rank in each course, that is, your position relative to each other student in the course, which is of paramount importance.

All VET courses have competency based assessment therefore the trial exam work and rank is submitted to NESA.

16.4 When will the assessment program begin?

For most subjects, the Assessment Program begins at the start of Term 4, 2015 and concludes by the end of Week 5 in Term 3, 2016.

The approximate dates for all assessment tasks and their weight of marks in all courses are listed in the second part of this booklet. You should enter these dates in the calendar provided. Be aware of when your assessment tasks occur and the nature of those tasks.

The two weeks before the Trial HSC and the time after the Trial are very important to your performance in the HSC. This is a time when you should:

- review your work
- extend your knowledge and skills

- seek additional help and guidance from your teachers
- undertake a serious and effective study program.

16.5 What Feedback do I receive from an assessment task?

Upon return of a marked assessment task you can expect to receive a mark and/or comment and/or position and/or grade which indicate your performance relative to a set of standards for that task.

Each faculty has its own policy regarding the recording of marks and the calculation of marks. Make sure you are aware of any requirements for each course.

You must ***immediately*** consult with your teacher if you:

- do not understand the feedback
- would like to discuss ways of improving your performance
- think your work is better than the mark, grade, comment or position indicates.

16.6 What feedback do I receive about overall course performance?

You can obtain feedback on your overall course performance:

- through homework, assignments, which are not part of the planned assessment program
- via school reports issued in 2016
- by discussing your progress with your class teacher and developing strategies that may help you improve or extend your performance.

If your application and/or your performance is unsatisfactory in a particular course, official school warning letters will be given to you and copies sent home. You will be formally counselled by the Head Teacher when you receive a warning about what to do to resolve the problem in the course. The purpose of the first and second warning letter is to alert you and your parents or care providers of the problem and to allow you sufficient time to remedy the situation. If a third warning letter is sent, you will be required to attend a parental interview at school with the Deputy Principal and you may be considered to have not satisfied requirements for that course.

It should be noted that regular school attendance is essential if you are to reach your full potential and achieve the necessary student outcomes for each course.

16.7 What if I miss doing or submitting an assessment task?

If you are sick on the day that an assessment task is due to be handed in, then you must arrange to get the task to your teacher by the due date or ON the morning of the first day of your return to school. Bring a medical certificate for the date of the missed task, otherwise you should expect to get zero for that task.

You should also phone the relevant Head Teacher and advise them if you are going to miss an assessment task or not submit it on time. Effective communication with the Head Teacher is critical in resolving Illness/Misadventure related issues.

It is your responsibility to see the Head Teacher with a medical certificate and the task on your return to school and complete an Illness/Misadventure application.

If you miss an examination style or practical task you must:

- inform the school by ringing the Head Teacher on the morning of the task
- report to the relevant Head Teacher immediately – before school - upon your return to school with the necessary documentation to support your case for missing the task.
- Complete an Illness / Misadventure application, along with the required supporting documentation on official school forms.

If you do not follow the above procedure you must expect to get zero for that task.

If for family reasons or severe illness you will be away from school for extended periods you must request leave from the Principal in advance. If leave is granted, you will need to negotiate assessment task completion with each Head Teacher responsible for the courses you are studying.

16.8 What is a 'valid reason'?

A valid reason could include a serious illness, accident or misadventure that would physically prevent you from doing the task.

Minor illnesses, overseas trips, extended holidays, dental appointments, meeting relatives etc are NOT valid reasons for missing or not completing assessment tasks.

Medical certificates must give specific details of the illness and state that you are 'UNABLE TO COMPLETE AN HSC ASSESSMENT TASK'. Medical certificates for trivial complaints may NOT be sufficient to constitute a valid reason. Back dated medical certificates will not be accepted.

The final decision as to the validity of a reason rests with the Principal.

If your reason for missing an assessment task is considered to be valid AND you have followed the procedure outlined above the relevant Head Teacher will give you an alternate task to complete.

16.9 How will I know when tasks are due?

The course assessment schedules which follow this section give approximate dates of when assessment tasks will occur. In unforeseen circumstances the prescribed dates for some tasks could change. In such cases your teacher will give you due warning in writing.

Your teacher is obliged to provide you with a minimum of 2 weeks (10 school days) notice in writing before a specific assessment task is due. Head Teachers for each course are responsible for ensuring that this notice is given.

16.10 What constitutes 'satisfactory completion' of a course?

To satisfactorily complete a course you *MUST*:

- complete more than 50% of the value of assessment tasks
- make a genuine attempt in assessment tasks and other course work including homework
- participate in all required practical, fieldwork, discussion and lesson activities, work placement
- attend class regularly
- through effort and application, attain the anticipated student outcomes for each course
- prepare yourself to sit the HSC examination.

16.11 What happens if a course is not satisfactorily completed?

Failure to satisfactorily complete even one course could have extremely serious consequences for your HSC.

If you are deemed to be unsatisfactory in a course the Principal must recommend an 'N' Award in that course to the NESA. If NESA accepts this recommendation, you may sit for the HSC exam but will not be given a mark for that course.

If you receive results in less than 10 units as a consequence of an 'N' Award recommendation you WILL NOT be eligible for an HSC. Less than 10 satisfactorily completed units of NESA Developed Courses mean you WILL NOT be eligible for an ATAR.

Where your overall performance and application at school is deemed unsatisfactory you will not receive an HSC Result Notice nor Year 12 Record of Achievement.

16.12 Can I Appeal Against an ‘N Award’ Recommendation?

The school is obliged to give you due notice if you are approaching an ‘N’ Award in any course and to specify which aspects of the course you are not meeting the requirements. The Deputy Principal oversees this. If there are exceptional circumstances affecting your application and performance they must be brought to the school’s attention well before an ‘N’ Award is recommended. If you are recommended for an ‘N’ Award you will be required to meet with the Principal and Deputy Principal who will explain the Appeal Process to you and give you the necessary forms to lodge an appeal.

16.13 Can I appeal against the assessment rank?

After the last HSC exam for this school, you can request your school assessment rank in each course as submitted to the NESA. You may appeal against a rank in a particular course if:

- the WEIGHTING specified by the course in its Assessment Program do not conform to NESA requirements as outlined in the Subject Guides
- the assessment procedures used by the school for determining the final assessment mark do not conform with those stated in the assessment program. In particular, the WEIGHTING used for the various assessment tasks are not consistent with those specified in the assessment program
- there are computational or clerical errors in the determination of the assessment mark.

At no stage can you appeal against a mark that has been awarded for an assessment task during the Assessment Program - only against the final ranking within that course.

If you wish to lodge such an appeal you will need to request a ‘Review of Assessment Ranking’ form from the Deputy Principal and submit the completed form to your Year Adviser within two school days of the last HSC examination for this school.

16.14 How are the appeals conducted?

The review of the appeal will be conducted by a panel at school consisting of the Principal, the Deputy Principal and the school’s NESA Liaison Officer. During the review, students may have access to their own records but items pertaining to other students will not be made available.

The Review Panel will inform the student of the decision giving full and detailed reasons in writing to support their decision.

If an appeal is not upheld, then a student may appeal to the NESA but only on the grounds that the school did not consider properly and correctly the matter before it. The appropriate form may be obtained from the Principal and the completed form must be received by the NESA by the due deadline. All school documentation relating to the case is forwarded to the NESA whose decision in the matter is final.

17. Disability Provisions

Disability provisions provide students who have special needs with practical support in school assessments, including examinations. Students’ special needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Canterbury Girls is committed to ensuring that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. Canterbury Girls assesses and accommodates their students’ disability provisions needs, and, when appropriate, submit applications for the HSC examinations on their behalf.

At Canterbury Girls, any student with a diagnosed disability receives a Student Support Plan developed in consultation with a member of the school’s Learning Support Team, the student and parent. Contained in this Plan is information relating to any disability provisions which should be enacted in relation to the student’s Preliminary assessment program. This Plan is presented to the student’s teachers at a meeting, and issues relating to Disability Provisions clarified for appropriate action.

18. Assessment Free Periods

The week prior to formal examination periods such as the HSC Trial Examination will be variation and assessment free to minimise disruption to classes and to allow appropriate support for examination preparation.

Practical examinations (e.g. Biology, Chemistry, Physics, Music Performance, Drama Performance, Dance Performance, Language Listening Tasks) may be scheduled in the week prior or after formal examinations to ensure an appropriate time is allocated to the completion of these tasks and to avoid clashes with written examinations. Students will be advised of these times with at least 2 weeks' notice.

Assessment Schedules for Specific Courses

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ANCIENT HISTORY**2 UNIT**

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%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core Study: Cities of Vesuvius	Term 4 Week 7	Source Based Analysis (Hand In)	20%
Minoan Society	Term 1 Week 7	Extended Response and Source Analysis (In Class)	25%
Akhenaten	Term 2 Week 10	Historical Inquiry and Oral Presentation (In Class)	25%
Trial HSC	Term 3 Week 2-3	Section I: Cities of Vesuvius Section II: Ancient Societies Section III: Personalities and their Times Section IV: Historical Periods (Examination)	30%
TOTAL			100%

BIOLOGY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in working scientifically	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1 Knowledge and Understanding of concepts covered in the following modules Module 5: Heredity	Term 4 Week 8	Written Knowledge and Understanding	10%
Task 2 Mandatory Depth Study	Term 1 Week 3	Mandatory Depth Study Independent Research and Field Work (15 hours)	30%
Task 3 Practical Examination (All Modules)	Term 3 Week 1	Practical Examination to assess Skills in Working Scientifically	30%
Task 4 Trial HSC (All Modules)	Term 3 Week 2-3	Written Examination to assess the Knowledge and Understanding of all work covered	30%
TOTAL			100%

BUSINESS STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus-based skills	20%
Inquiry and research	20%
Communication of business information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Operations	Term 4 Week 9	Case Study: Research, Inquiry and Written Response (Hand In)	20%
Operations Marketing	Term 1 Week 6	Examination: Short-Answer Questions Business Report (In Class)	20%
Marketing Finance	Term 2 Week 8	Case Study: Research, Inquiry and Extended Responses (In Class)	30%
Trial HSC Operations Marketing Finance Human Resources	Term 3 Week 2-3	Section I: Objective response Section II: Short answer responses Section III: Business reports Section IV: Extended response (Examination)	30%
TOTAL			100%

CHEMISTRY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in working scientifically	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Equilibrium Reactions	Term 4 Week 10	<u>Depth Study</u> Knowledge and Understanding (10%) Skills in Working Scientifically (30%) 15 hours of class time to complete Depth Study	40%
Practical Examination Modules 5 – 8	Term 3 Week 2 – 3	<u>Practical Examination</u> Skills in Working Scientifically (30%)	30%
Trial HSC Examination Modules 5 – 8	Term 3 Week 2 – 3	<u>Examination</u> Knowledge and Understanding (Examination)	30%
TOTAL			100%

CHINESE AND LITERATURE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening	20%
Reading	40%
Speaking	10%
Writing	30%
Total	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The individual and the community Youth culture Chinese communities overseas Global issues	Term 4 Week 8	Understand aspects of the language and culture of Chinese-speaking communities: Listening (In Class)	10%
The individual and the community Youth culture Perspectives on Identity Global issues	Term 1 Week 6	Exchange information, opinions and ideas in Chinese and through the production of original texts: Speaking 10% Writing 10% (In class)	20%
The individual and the community Youth culture Perspectives on Identity Global issues	Term 2 Week 4	Analyse, evaluate and respond to a range of texts that are in Chinese Reading (30%) Writing (10%) (Hand in)	40%
Trial HSC The individual and the community Youth culture Perspectives on Identity Global issues	Term 3 Week 2-3	Examination Listening (10%) Reading (10%) Writing (10%)	30%
TOTAL			100%

COMMUNITY AND FAMILY STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysing and communicating	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Research Methodology	Term 4 Week 9	Part A- Research Report (15%) (Results, analysis and discussion) Part B - Research Project Diary (5%) (Hand In / In Class task)	20%
Groups in Context	Term 1 Week 4	Visual representation and annotations (Hand In)	25%
Parenting and Caring	Term 2 Week 2	Portfolio (Hand In)	25%
Trial HSC Research Methodology Groups in Context Parenting and Caring Individuals and Work	Term 3 Week 2-3	Examination	30%
TOTAL			100%

DANCE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Performance	20%
Composition	20%
Appreciation	20%
Major Study	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core Appreciation	Term 4 Week 8	Presentation of Draft Core Composition Interview Process diary including rationale	20%
Core Performance	Term 1 Week 6	Presentation of Core Performance (Under Development) Interview Video Analysis of Dance Technique and Performance Quality	20%
Major Study	Term 2 Week 6	Submission/Performance of Draft Major Study Work Interview OR Process Diary	30%
Trial HSC Examination	Term 3 Week 2-3	Major Study Final Draft Appreciation Written Paper	10% 20%
TOTAL			100%

DRAMA**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Making	40%
Performing	30%
Critically Studying	30%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Studies in Drama & Theatre	Term 4 Week 8	Performance of and reflection on scenes from prescribed texts: Extended Response (In class)	20%
Australian Drama & Theatre	Term 1 Week 3 Week 9	Individual Project Oral Presentation (5%) Performance of and reflection on scenes from prescribed texts: Extended Response (25%) (In Class)	30%
Development of IP and GP	Term 2 Week 7	Presentation of IP rationale, drafts and log book: (5%) Performance of GP (work in progress) plus log book (10%) (In class)	15%
Trial HSC	Term 3 Week 2-3	Group Performance and Individual Performance/Presentation. Logbooks submitted and IP Rationale (Showcase) Studies in Drama & Theatre Studies in Australian Drama & Theatre (Written Examinations)	35%
TOTAL			100%

ECONOMICS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus based skills	20%
Inquiry and research	20%
Communication of economic information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Global Economy	Term 4 Week 9	Stimulus-Based Skills and Written Response (Hand In)	20%
The Global Economy Australia's Place in the Global Economy	Term 1 Week 5	Research, Inquiry and Extended Response (In Class)	25%
Economic Issues Economic Policies and Management	Term 2 Week 6	Research, Inquiry and Oral Presentation (Hand In / In Class)	25%
Trial HSC All Topics	Term 3 Week 2-3	Section I: Objective response Section II: Short answer response Section III: Extended response Section IV: Extended response (Examination)	30%
TOTAL			100%

ENGLISH ADVANCED**2 UNIT**

COURSE COMPONENTS	WEIGHTING
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%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module (Texts and Human Experiences)	Term 4 Week 7	Multimodal Task (In Class)	20%
Module A Textual Conversations	Term 1 Week 6	Comparative Essay (In Class)	25%
Module C The Craft of Writing	Term 2 Week 1	Imaginative Task	25%
Trial HSC Paper 1 – Texts and Human Experiences Paper 2 - Modules A & B	Term 3 Week 2-3	Short Answer Questions Imaginative Response Extended Response (Examination)	30%
TOTAL			100%

ENGLISH STANDARD**2 UNIT**

COURSE COMPONENTS	WEIGHTING
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%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module: Texts and Human Experience	Term 4 Week 7	Multimodal Presentation (In Class)	20%
Module A : Language, Identity and Culture	Term 1 Week 7	Critical Response (Essay)	25%
Module C: Craft of Writing	Term 2 Week 4	Imaginative Reflection	25%
Trial HSC Paper 1 – Texts and Human Experiences Paper 2 - Modules A & B	Term 3 Week 2-3	Short Answer Questions Imaginative Response Extended Responses (Examination)	30%
TOTAL			100%

ENGLISH (EALD)**2 UNIT**

COURSE COMPONENTS	WEIGHTING
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%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Module A: Texts and Human Experiences	Term 4 Week 9	Multimodal Presentation (In Class)	20%
Module C: Close Study of Text	Term 1 Week 9	Writing a critical response to the text (In Class)	25%
Concurrent Module: Focus on Writing	Term 2 Week 10	Imaginative and creative writing task (In Class)	25%
Trial HSC Study of Modules Listening Test	Term 3 Week 2-3	Short Answer Questions Extended Responses Listening Test Responses (Examination)	30%
TOTAL			100%

ENGLISH EXTENSION 1**1 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of complex texts and of how and why they are valued	50%
Skills in complex analysis, sustained composition and independent investigation	50%
Total	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module	Term 1 Week 9	Multimodal and Critical	30%
Elective 3: Reimagined worlds	Term 2 Week 8	Critical Response with Related Text	40%
Trial HSC Common Module Elective 3	Term 3 Week 2-3	Extended Critical Response Imaginative Response (Examination)	30%
TOTAL			100

ENGLISH EXTENSION 2

COURSE COMPONENTS	WEIGHTING
Skills in extensive independent research	50%
Skills in sustained composition	50%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Major Work	Term 4 Week 8	Viva Voce (In-Class)	30%
Literature Review	Term 1 Week 9	Research and Reflection Task (Hand-In)	40%
Major Work / Reflection Statement	Term 2 Week 6	Critique of the Creative Process	30%
TOTAL			100

FRENCH BEGINNERS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening	30%
Reading	30%
Speaking	20%
Writing	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Transport, Hotels and Camping, Housing	Term 4 Week 8	Writing (Hand-In)	15%
Hobbies, Eating Out, Health	Term 1 Week 5	Reading and Speaking (Hand-In)	20% 10%
Work and Study, Shopping and Descriptions, The weather	Term 2 Week 7	Listening and Speaking (In-Class)	20% 5%
Trial HSC The Personal World French- Speaking Communities	Term 3 Weeks 2-3	Speaking (5%) Listening (10%) Reading and Responding (10%) Writing (5%) (Examination)	30%
TOTAL			100%

INFORMATION PROCESSES AND TECHNOLOGY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	60
Knowledge and skills in the design and development of information systems 40	40
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Project Management	Term 4 Week 6	Develop a personal system (Hand-In)	15%
Project Management Information systems and Databases	Term 1 Week 6	Written Exam (In-Class)	25%
Decision Support Systems Multimedia Systems	Term 2 Week 10	Developing an online decision support system (Hand-In)	30%
Trial HSC All Topics	Term 3 Week 2-3	Trial HSC Examination	30%
TOTAL			100%

LEGAL STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Analysis and evaluation	20%
Inquiry and research	20%
Communication of Legal Studies information, issues and ideas in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core: Crime	Term 4 Week 8	Case Study and Extended Response (Hand In)	25%
Option: Family	Term 1 Week 6	Extended Response (In Class)	25%
Core Study: Human Rights	Term 2 Week 6	Research and Oral Presentation of Human Rights issue (Hand In and In Class)	20%
Trial HSC	Term 3 Week 2-3	Section I: Core: Objective response Section II: Core: Short answer responses Section III: Options: 2 Extended responses (Examination)	30%
TOTAL			100%

MATHEMATICS STANDARD**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%
TOTAL	100%

Note: All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 8	Examination (In Class)	25%
Task 2	Term 1 Week 5	Take Home task (Hand In)	20%
Task 3	Term 2 Week 4	Modified Open Book Task (In Class)	25%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

MATHEMATICS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Concepts, Skills and Strategies: Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%
Reasoning and Communication: Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%
TOTAL	100%

NOTE REGARDING UNIT ALLOCATION:

- Students who attempt the Mathematics Extension 1 course only, will have their assessment recorded as a mark out of 50. They must complete all tasks in both Mathematics and Mathematics Extension 1. (Total 150)
- Students who also attempt Mathematics Extension 2 will have their assessment for Mathematics Extension 1 recorded as a mark out of 100.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 8	Class Task (In Class)	15%
Task 2	Term 1 Week 6	Mid-Course Examination (In Class)	25%
Task 3	Term 2 Week 4	Modified Open Book Task (In Class)	20%
Trial HSC	Term 3 Week 2-3	Examination	40%
TOTAL			100%

MATHEMATICS - EXTENSION 1**1 UNIT (with MATHEMATICS 2 UNIT)
2 UNIT (with MATHEMATICS - EXTENSION 2)**

COURSE COMPONENTS	WEIGHTING
Concepts, Skills and Techniques: Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%
Reasoning and Communication: Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%
TOTAL	100%

NOTE REGARDING UNIT ALLOCATION:

- Students who attempt the Mathematics Extension 1 course only, will have their assessment recorded as a mark out of 50. They must complete all tasks in both Mathematics and Mathematics Extension 1. (Total 150)
- Students who also attempt Mathematics Extension 2 will have their assessment for Mathematics Extension 1 recorded as a mark out of 100.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 8	Class Task (In Class)	15%
Task 2	Term 1 Week 5	Mid-Course Examination (In Class)	25%
Task 3	Term 2 Week 4	Modified Open Book Task (In Class)	20%
Trial HSC	Term 3 Week 2-3	Examination	40%
TOTAL			100%

MATHEMATICS - EXTENSION 2**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Concepts, Skills and Techniques: Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%
Reasoning and Communication: Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%
TOTAL	100%

NOTE:

- All students in Extension 2 course must complete all tasks in both Mathematics Extension 1 and 2. (Total 200)
- Extension 2 students must also complete the first one or two tasks of the Mathematics course.

NOTE REGARDING ASSESSMENT TASKS

All Task Topics will be included on an individual Task Notification issued two weeks prior to the Task. The order of Topics for this course is available on the School Website under Curriculum/Year 12/Scope and Sequence.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 4 Week 9	Class Task (In Class)	15%
Task 2	Term 1 Week 5	Mid-Course Examination (In Class)	25%
Task 3	Term 2 Week 5	Modified Open Book Test (In Class)	20%
Trial HSC	Term 3 Week 2-3	Examination	40%
TOTAL			100%

MODERN HISTORY**2 UNIT**

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%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core Study: Power and Authority in the Modern World 1919–1946	Term 4 Week 8	Research and Source Analysis: Research, collect and Analyse sources (Hand In) Complete Source Analysis (In Class)	25%
National Study: Russia and the Soviet Union 1917 - 1941	Term 1 Week 5	Research and Extended Response (In Class)	25%
Peace and Conflict: Conflict in Europe	Term 2 Week 3	Research and Oral Presentation (Hand In and In Class)	20%
Trial HSC	Term 3 Week 2-3	Section I: Core: Source based analysis, and short answer questions Section II: Extended response Section III: Structured response Section IV: Extended response (Examination)	30%
TOTAL			100%

MUSIC COURSE 1**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Core assessment: <ul style="list-style-type: none"> - Aural - Composition - Musicology - Performance 	25% 10% 10% 10%
	55%
Elective Assessment : Three (3) electives in any combination from the list below. Each elective is worth 15%: <ul style="list-style-type: none"> - Musicology - Performance - Composition 	45%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Presentation or Submission: Topic 1 Elective	Term 4 Week 8	Presentation of performance or composition portfolio or musicology outline and viva voce, including written response using concept-based analysis to self-directed listening excerpt selected from within Topic 1. (In Class and Hand In)	25%
Presentation of Performance and Viva Voce: Topic 2	Term 1 Week 6	Solo or ensemble performance including an improvisation demonstrating an understanding of harmonic, melodic and/or rhythmic features of the chosen style. (In Class)	20%
Presentation and Submission: Topics 2 and 3 Electives	Term 2 Week 9	Presentation of reflection on performance and/or reflection on compositional process in portfolio and/or evidence of related listening activities in musicology portfolio. (In Class / Hand In)	30%
Trial HSC	Term 3 Week 2-3	Aural Skills Examination Responses to aural excerpts (Examination)	25%
TOTAL			100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in critical thinking, research, analysing and communicating	60%
TOTAL	100%

ASSESSMENT TASKS			
TASK	WHEN	NATURE OF TASK	WEIGHTING
Option Module One: Sports Medicine	Term 4 Week 8	Case Studies Task (Hand In)	20%
Core Module One: Health Priorities in Australia	Term 1 Week 6	Health Priorities Presentation (In Class)	25%
Core Module Two: Factors Affecting Performance	Term 2 Week 5	Performance Analysis (Hand In)	25%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

PHYSICS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Skills in working scientifically	60
Knowledge and understanding of course content	40
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1 Advanced mechanics	Term 4 Week 9	Depth Study - Practical Investigation and report Skills in Working Scientifically (30%) (Mandatory In class 15 hours and hand in component)	30%
Task 2 Advanced Mechanics and Electromagnetism	Term 1 Week 4	Written Knowledge and Understanding Knowledge and Understanding (10%)	10%
Task 3 The nature of light	Term 3 Week 2-3 HSC Trial period	Practical Examination Skills in Working Scientifically (30%)	30%
Task 4 Advanced mechanics Electromagnetism The nature of light From the Universe to the Atom	Term 3 Week 2-3 HSC Trial period	Trial HSC Examination Knowledge and Understanding (30%)	30%
TOTAL			100%

SOCIETY AND CULTURE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Application and evaluation of social and cultural research methods	30%
Communication of information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core: Social and Cultural Continuity and Change: Research Methods	Term 4 Week 7	Oral Presentation (Hand In and In Class)	20%
Social and Cultural Continuity and Change	Term 1 Week 3	Examination: Section I: Objective responses Section II: Short answer questions Section III: Extended response (In Class)	25%
Depth Study One: Belief Systems and Ideologies	Term 2 Week 4	Structured Responses (Hand In)	25%
Trial HSC	Term 3 Week 2-3	Section I: Core: Objective response and short answer questions, extended response Section II: Depth Studies: Structured responses (Examination)	30%
TOTAL			100%

STUDIES OF RELIGION II**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Source-based skills	20%
Investigation and research	20%
Communication of information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TASK	WHEN	NATURE OF TASK	WEIGHTING
Religious Tradition Depth Study 1: Hinduism	Term 4 Week 7	Inquiry, Research and Presentation (Hand-In and In Class)	20%
Religion and Belief Systems in Australia Post -1945 Religious Tradition Depth Study 2: Islam	Term 1 Week 7	Source Based Response (In Class)	25%
Religion and Peace	Term 2 Week 5	Inquiry, Research and extended response (Hand-In)	25%
Trial HSC	Term 3 Week 2-3	Section I: Objective Response and Short Answer Questions Section II: Structured Responses Section III: Extended Response Section IV: Extended Response (Examination)	30%
TOTAL			100%

TEXTILES AND DESIGN**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of textiles and the textile industry	50%
Skills and knowledge in the design, manufacture and management of a major textiles project	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Major Textiles Project	Term 4 Week 8	Oral and Visual Presentation: Display and presentation of ideas and concepts (Hand In and In Class)	25%
Research and Investigation of Designer	Term 1 Week 4	Research Report (Hand In)	15%
Major Textiles Project Student Diary	Term 2 Week 9	Ongoing entries for the Major Textiles Project	30%
Trial HSC	Term 3 Week 2-3	Examination	30%
TOTAL			100%

VISUAL ARTS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Art Making	50%
Art Criticism and Art History	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Body Of Work and Visual Arts Process Diary	Term 4 Week 8	VAPD - Developing a Body of Work 5% (In Class)	10%
	Term 1 Week 3	VAPD - Developing a Body of Work 5% (In Class)	
Body of Work Part A – Art Making Part B – Body of Work	Term 2 Week 2	VAPD and Body of Work Progress 15% (In Class)	40%
	Term 3 Week 4	Completed Body of Work Curator – Set up and clean up exhibition 25% (Hand In and In Class All Day)	
Case Study	Term 2 Week 8	Extended Response (In Class)	10%
Trial HSC	Term 3 Week 2-3	Sections I and II of Trial HSC Examination Paper (Examination)	40%
TOTAL			100%

ASSESSMENT SCHEDULES FOR VET COURSES

All Vocational Education and Training courses use COMPETENCY based assessment. The training units of the courses are based on requirements in the work place. Students must achieve the skills and demonstrate the knowledge stipulated in the units, set out as competencies, to satisfy course requirements. A student's competency will be assessed against set performance criteria and judged as either **competent** or **not yet competent**. (Students will be provided with opportunities to be reassessed through negotiation with the qualified assessor).

WORK PLACEMENT is a mandatory part of the course and students will spend a minimum of 70 hours, over the two years, in an actual work setting. Assessment will be conducted in the work place and students will be advised of the specific competencies to be tested prior to their placement.

Failure to complete mandatory work placement in the HSC course will result in the student not meeting the requirements for the HSC.

ASSESSMENT SCHEDULE

Stipulated learning outcomes for each topic i.e. knowledge and skills, will be tested in a variety of ways. These will involve practical tasks and test, module tests, verbal testing, work place competency, assignments, projects and a formal Yearly Examination. Once students are judged as competent in a unit, their student record is updated on NESA which can be used to generate student reports when required.

NOTE

Students will be assessed throughout each course in line with the appropriate course schedule. Students may also choose to sit for the external HSC examination. The option examination is a two hour written paper worth 80 marks, although it is reported as a mark out of 100. This examination is independent of the internal competency based assessment, and has no impact on eligibility for Australian Qualification Framework. Students must sit for the external examination for the subject to contribute to the calculation of their ATAR.

A number of tasks will be assessed across the Registered Training Organisation (RTO) to ensure that tasks are both valid and reliable and to monitor the consistency of assessment.

HOSPITALITY (VET)

ASSESSMENT TASKS			
TASK	WHEN	NATURE OF TASK	WEIGHTING
Reviewing all HSC topics	Term 3 Week 2-3	Trial HSC examination	100%
TOTAL			100%

BUSINESS SERVICES (VET)

ASSESSMENT TASKS

TASK	WHEN	NATURE OF TASK	WEIGHTING
Reviewing all HSC topics	Term 3 Week 2-3	Trial HSC examination	100%
TOTAL			100%

CANTERBURY GIRLS HIGH SCHOOL

‘N’ DETERMINATIONS FOR RECORD OF SCHOOL ACHIEVEMENT, PRELIMINARY AND HSC COURSES

First Notification	Second Notification	Third Notification
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Responsibility of Class Teachers)	(Responsibility of Head Teachers)	(Responsibility of Deputy Principal)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Teachers mark Rolls each lesson 2. Teachers monitor work and completion	Head Teacher interviews the student and records the event in the data base Informs Deputy Principal	Head Teacher notifies Deputy Principal of third ‘N’ determination Appropriate letter mailed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher explains concerns to student and designs a plan to rectify Head Teacher informed	Head Teacher prepares a plan to rectify Prints appropriate N Warning which is mailed	Deputy Principal interviews the student
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher and Head Teacher make data base entry (informs Deputy Principal) Completes appropriate warning letter	Head Teacher refers the student for counselling if necessary (Year Adviser or Counsellor)	Deputy Principal and student prepare a plan to rectify
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher informs student of ‘N’ warning Teacher notifies Head Teacher who documents	Head Teacher contacts parent/caregiver where appropriate for interview	Deputy Principal contacts family
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HT FORMALLY counsels student how to rectify.		Deputy Principal informs the student of her right of appeal
<input type="checkbox"/>		<input type="checkbox"/>
Head Teacher refers the letter to the Deputy Principal for signature and posting by mail		Deputy Principal informs the Year Adviser, Head Teacher and Counsellor as appropriate

On the due date the Principal and Deputy Principal consider any student appeals:

When a student’s appeal at school is upheld:

Students and family are notified
<input type="checkbox"/>
No further action is taken
<input type="checkbox"/>
Student is eligible for an award

When a student’s appeal at school is declined:

Students and family notified
<input type="checkbox"/>
NESA is notified
<input type="checkbox"/>
Student may appeal to NESA
<input type="checkbox"/>
Student’s appeal is upheld or declined by NESA

HSC: All My Own Work

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's *Respect and Responsibility Strategy* and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites

There is a Sitemap available if you wish to see a more detailed view of how the site is organised, and a Program Guide with detailed information on how to use the program.

How is HSC: All My Own Work related to HSC eligibility?

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or NESA Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

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

If any student has enquiries relating to All My Own Work, they should contact Ms Manton, the School's Teacher Librarian.

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words 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.

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 judgment 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 or different
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
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 (e.g. 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

USEFUL WEBSITES FOR HSC STUDY:

- The official NESA site – <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
This contains details of all the HSC subjects as well as links to other useful sites, including –
- The State Library of NSW – www.sl.nsw.gov.au gives access to the catalogue and online resources of the State Library, including –
- The Infocus file of The State Library of NSW – www.infocus.sl.nsw.gov.au - access to a Subject Index of resources on specific HSC topics from the State Library Collection.
- The Legal Information Access Centre of the State Library of NSW – www.liac.sl.nsw.gov.au with a wealth of resources for Legal Studies students.

Media sites:

- The Sydney Morning Herald – <http://smh.com.au>
- The Herald Sun newspaper – www.heraldsun.com.au
- www.onlinenewspapers.com – thousands of newspapers from around the world, at your fingertips.
- www.abc.net.au – The site for ABC radio, television, stores and links to a wide range of resources on numerous topics.
- www.metromagazine.com.au – a source of articles, books and study guides on specific media texts and media in general. Note that the Library subscribes to both Metro and the related publication Screen Education so you can also use the print copies for reference.

Subject specific sites:

- Music – Teoria – Music Theory Web – www.teoria.com – a personal online tutor for both theory and practical music.
- Legal Studies – Guide to Law Online: Australia – www.loc.gov/law/guide/australia.html - a US Library of Congress site offering a great list of links to Australian law resources online as well as many legal guides.
- Languages – BBC Languages – www.bbc.co.uk/languages - offers online courses for testing your language skills
- Mathematics – Explore Learning – www.explorelearning.com – interactive activities to hone your Maths skills.
 - Quickmath – www.quickmath.com – allows you to input functions and equations to have them solved, often with working details.
- Business Studies – Austrade – www.austrade.gov.au – head to the Student section for discussion papers, activity sheets and learning resources.
- PDHPE – NSW Health – www.health.nsw.gov.au – comprehensive coverage of the health issues facing Australians today.
- Science – Uniserve Stage 6 Science – <http://science.uniserve.edu.au/school/curric/stage6> - an indispensable starting point for all the major science courses.
- Visual Arts – Art Express – www.insideartexpress.com.au – all the information you need plus a walkthrough of this year's exhibition.

NOTE: You should also check the CGHS Library Catalogue from "My Library Enquiry" for useful books, DVDs, articles and constantly updated websites specifically related to the topics and subjects studied In Class.

HOW TO ACCESS CGHS LIBRARY CATALOGUE:

At School:

1. Logon to the CGHS intranet using your User Name and Password.
2. Click on the Library Enquiry icon , then on Oliver Library Link
3. You can also click on "Library Information" from the Student Homepage.
4. Enter your Internet User Name and Password when prompted.
5. Search the Library Catalogue to find resources to support your work or reading, including links to websites and Click View videos.

At Home:

1. Logon to the DOE Portal in the usual way – use Google to help you find it if necessary.
2. Underneath the links to Google and TALE on the left hand side of the screen, click on the very small words saying "search your library catalogue online".
3. Search the catalogue in the usual way – the links to websites will still work.

PUBLIC LIBRARY ACCESS TO ONLINE DATABASES:

- One of the advantages of joining your local Public Library is that you get free access to a number of online databases, as well as Homework Assistance programs and the “yourtutor” online tutoring system.
- Public Library membership is free and open to everyone – if you are under the age of 18 you need a parent or guardian’s signature on a permission form, together with photo ID and proof of current address.
- Application and permission forms are available from the Library section of the relevant Council website (see details below) or in person at the Library.
- **THE STATE LIBRARY OF NSW:** www.sl.nsw.gov.au
Phone: 9273 1414
In order to use the online databases you need to join the State Library and be issued with a Library Card – this is free but takes a few days to process.
 1. Log in to the State Library website – see URL above.
 2. Select the “Using the Library” tab from the top menu bar.
 3. Select “Search our collections”.
 4. Select “Electronic Resources”.
 5. Click on the “access to databases from home link”
 6. Click on the “apply online” link if you haven’t already joined the Library
 7. Log in to the required database and search for the information you need.

Online Databases:

British Newspapers 1600-1900 ... newspapers, newsbooks, pamphlets etc.

Early English Books Online (EEBO) ... publications between 1473-1700

Eighteenth Century Collections Online (ECCO) ... between 1701-1800

Film Indexes Online ... full international coverage of films & film personalities from over 170 countries

Health & Wellness Resource Centre ... full-text medical information, including medical dictionary, alternative health, drug & herb information

INFORMIT Online ... access to resources on social sciences, education, law, criminology, film studies, health, medicine, accounting, economics, business, management, drug information & sport.

Literature Resource Centre ... online collection of reference works, literary criticism, journal articles & other resources on literature.

ProQuest 5000 ... a multidisciplinary collection of 19 separate databases covering subjects from the humanities through to pure & applied sciences.

ProQuest Australia & New Zealand Newsstand ... full-text of more than 25 newspapers & transcripts from the ABC & BBC.

ProQuest Historical Newspapers ... searchable full-text of several American papers from the mid 19th Century – 20th Century

Times Digital Archive 1785-1985 ... The London Times newspaper

Times Literary Supplement (TLS) Centenary Archive ...the complete edition of the TLS from 1902-1990, plus TLS Index.



ATTACHMENT 1

STUDENT MEDICAL/MISADVENTURE CERTIFICATE

Purpose of this certificate

This form is used by students to apply for illness/misadventure in exams or other assessable work in their studies at Canterbury Girls High School. Approval of applications is granted to students who are legitimately disadvantaged in their assessment due to factors beyond their control. To enable the validity of applications to be evaluated, this form should be completed by a doctor, dentist, or other appropriate authority (e.g. police officer, solicitor)

STUDENT NAME _____

I agree to Canterbury Girls High School requesting verification of the information provided on this certificate, if required.

Student Signature _____ Contact No: _____

Parent /Guardian Signature _____ Contact No: _____

PRACTITIONER DETAILS (to be completed by the doctor, dentist or other relevant authority)

NAME _____

ADDRESS _____

PHONE _____

Stamp of practitioner or organisation

I, _____, certify that I have seen
_____ on ____/____/____

In my opinion, the student has a medical condition or is experiencing matters which did/will affect their studies as follows:

	Tick as applicable	Provide applicable dates
Unable to attend classes		From ____/____/____ to ____/____/____
Unable to undertake private study		From ____/____/____ to ____/____/____
Unable to sit exams		From ____/____/____ to ____/____/____

Additional Comments: _____

Signature of practitioner _____ Date _____



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