



ABN 93 392 520 152

PHONE 02 6662 5599

FAX 02 6662 5584

[admin@ccs.nsw.edu.au](mailto:admin@ccs.nsw.edu.au)

[www.ccs.nsw.edu.au](http://www.ccs.nsw.edu.au)

PO BOX 30

CASINO NSW 2470

93 MANIFOLD ROAD

NORTH CASINO

# Stage 6 Assessment Handbook

*Grow in Grace  
and Knowledge*

2 PETER 3:11

PRINCIPAL MR. PETER SPENCE  
BOARD CHAIRMAN REV. GEORGE AYOUB

A MINISTRY OF THE CASINO PRESBYTERIAN CHURCH - SINCE 1995

# CONTENTS

Introduction .....	4
Understanding Assessment.....	5
What is assessment.....	5
What are components and weightings? .....	5
How is my Total Weighting moderated? .....	6
Stage 6 Students Responsibilities .....	6
Stage 6 Student Rights .....	6
Procedures.....	7
Notification .....	7
Extensions .....	7
Receipting of Tasks .....	7
Teacher Absence .....	7
Grading/ Marking Assessment Tasks: .....	7
Grading Course Performance (Secondary School):.....	8
Rosa.....	8
Preliminary Courses.....	8
Higher School Certificate Courses .....	8
Satisfactory completion of Course Requirements .....	9
Absence Due to Misadventure (Preliminary and HSC Courses).....	9
Other circumstances relating to illness or misadventure (HSC and Preliminary Courses) .....	9
Evidence requirements.....	10
Subsequent procedures in relation to illness or misadventure .....	10
Failure to submit or undertake an assessment task .....	10
Alleged Malpractice in Assessment Tasks or Examinations.....	11
Appeals Relating to Assessments .....	11
Disability Provisions for Examinations .....	12
Mathematics General - Preliminary Assessment Schedule .....	13
Mathematics - Preliminary Assessment Schedule.....	14
Mathematics Extension 1 - Preliminary Assessment Schedule.....	15
English Standard - Preliminary Assessment Schedule.....	16
English Advanced - Preliminary Assessment Schedule .....	17
Mathematics General - HSC Assessment Schedule.....	18
Mathematics - HSC Assessment Schedule .....	19
Mathematics Extension 1 - HSC Assessment Schedule .....	20
Mathematics Extension 2 - HSC Assessment Schedule .....	21
English Standard - HSC Assessment Schedule .....	22
English Advanced - HSC Assessment Schedule.....	23
Music 1 - Preliminary Assessment Schedule .....	24
Music 1 - HSC Assessment Schedule.....	25

Design & Technology - Preliminary Assessment Schedule .....	26
Design & Technology - HSC Assessment Schedule.....	27
Ancient History- Preliminary Assessment Schedule.....	28
Ancient History - HSC Assessment Schedule .....	29
Chemistry - Preliminary Assessment Schedule .....	30
Chemistry - HSC Assessment Schedule .....	31
Assessment Task Absence .....	32
Illness/Misadventure Application Form .....	33
Request for extension of time.....	34

## INTRODUCTION

This booklet refers to Casino Christian School's Assessment Policies and Procedures for students. It provides guidelines to ensure that students meet the requirements of the Board of Studies and of the School. The contents of this booklet should be read carefully so that students are aware of their responsibilities and those of the school with regards to Higher School Certificate Assessments.

# UNDERSTANDING ASSESSMENT

## WHAT IS ASSESSMENT

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

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress
- 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 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.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award Total Weighting in accordance with marking guidelines, and to provide constructive feedback to students on their performances. The Total Weighting 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 Total Weighting 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).

Mr Jolliffe, the Deputy Principal, manages the HSC Assessment Program at Casino Christian School.

## WHAT ARE COMPONENTS AND WEIGHTINGS?

Each course has been divided into parts called *components*. The importance of each component, relative to the whole course, is indicated by a *weighting*, expressed in percentage form. This is outlined in each subject assessment schedule. It is a requirement of the HSC school assessment program that within 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. 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. (From NSW Board of Studies document "HSC assessment in a standards-referenced framework: A Guide to best practice".)

## HOW IS MY TOTAL WEIGHTING MODERATED?

*Moderation* is a process where the Total Weighting earned by students at Casino Christian School are adjusted by the Board of Studies so that they can be fairly compared with Total Weighting earned by students from other schools.

At the end of the course the Total Weighting for each task are aggregated using weightings previously published in the school's assessment Handbook to arrive at a final assessment mark for each student for each subject. These assessment Total Weighting, which are then submitted to the Board of Studies, then provide a rank order of students and show relative differences between students' performances.

The Total Weighting achieved by students at Chevalier College in the HSC examination form a pattern that is used by the Board of Studies to adjust the final assessment Total Weighting. This adjustment is called *moderation* and it ensures that a student's assessment Total Weighting can be fairly compared with assessment Total Weighting gained by students at other schools in the State. The moderated assessment mark appears on the HSC result notice next to the HSC examination Total Weighting.

The School's final assessment mark cannot be revealed to students.

## STAGE 6 STUDENTS RESPONSIBILITIES

Students are responsible for:

- Ensuring that they obtain and understand the school's assessment policies.
- Completing each assessment task to the best of your ability and submitted on time.
- It is the responsibility of students who are absent when task notices are issued to obtain the notice on return to school.
- If a student is absent on the day preceding or the day of an assessment task they are required to obtain a medical certificate, and present this to the school at the next available opportunity.
- Ensuring that any questions you have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Demonstrating that through effort and achievement you have met some or all of the course outcomes.
- The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal. These may include illness, misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange, provided the time lost does not prevent the student from completion of the course requirements.
- Completing appropriate appeal procedures should they fail to meet task deadlines due to reasonable absence, illness or misadventure.

## STAGE 6 STUDENT RIGHTS

Students have the right to

- Receive information regarding their assessments with sufficient notification in the form of an Assessment Handbook at the beginning of their courses and two weeks prior to their individual assessment tasks.
- Appeal individual assessment grades
- Appeal cumulative assessment grades
- Make illness/misadventure appeals
- Appeal to the BOS if satisfaction has not been gained during school appeals.

# PROCEDURES

## NOTIFICATION

- Students will be issued an assessment handbook detailing the assessment tasks for each course at the beginning of the year and again at the beginning of the HSC course for English and Mathematics. This assessment booklet will also include the student's rights and responsibilities.
- Assessment tasks are able to be modified from what appears in the assessment handbook with the principal's approval.
- Students should be given written notification of a task at least two weeks from the day the task is to be submitted or performed. The information given should include: The course of study, the number and title of the task, unit/content area of the course to which the task relates, the weighting of the task as a percentage of the overall assessment schedule, date and timing for a task, syllabus outcomes in words that will be used to assess the task, rubric/marking criteria against which performance in the task is to be assessed.
- When receiving the written notification, students should sign off that they have received the notification on the Assessment Task Record of Notification. Teachers are to keep this with their subject records.
- As students have been issued an assessment handbook, if they are away on the day an assessment task notification is distributed, it is the students responsibility to ask their teacher if they have been given a notification while they have been away. If they are away for an extended period of time, they should make contact with the school while they are away to receive information regarding the task.

## EXTENSIONS

Extensions will only be granted by a teacher in the most exceptional of circumstances and should not be assumed by students. Should a student wish to seek an extension, they must apply in advance in writing to the teacher involved. The teacher will deal promptly with the application and advise the outcome.

Students are encouraged to make use of computers when appropriate for completing assignments and assessment tasks. Students should remember to:

- save the document regularly.
- back the work up regularly.
- not leave the printing of a task or transferring to a memory stick until the night before it is due.
- ensure that when a digital copy must be submitted, it is submitted at the beginning of the lesson.

Generally, technical failures relating to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices when using technology such as those listed above.

## RECEIPTING OF TASKS

Students are to sign and date the Task Receipt which is to be kept by the subject teacher on the day they submit a task or perform a task.

## TEACHER ABSENCE

If a teacher is absent on the day a task is to be submitted/performed, arrangements shall be made by the Deputy Principal. If the task is to be submitted/performed without specialist supervision, then the task will proceed according to schedule. If the task cannot be submitted/performed without specialist supervision, then the task will be rescheduled at the earliest possible time and students informed of this time.

## GRADING/ MARKING ASSESSMENT TASKS:

- In the case of late submission of Preliminary and HSC assessment tasks, the student will receive zero marks, unless there has been submission of sufficient proof (according to the Principal) of good reason why late submission occurred. E.g. A doctor's certificate relating to illness, etc.
- There will be no scaling of assessment tasks.

## GRADING COURSE PERFORMANCE (SECONDARY SCHOOL):

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- Students will be graded by teachers on their Record of Student Achievement throughout Yr 11 and 12 with a grade of A, B, C, D or E.
- Grades for students completing Stage 5 will have been submitted at the end of the Stage 5 as directed by the BOS.
- Grades for students in Board Developed Courses for Stage 6 will be awarded and submitted to be digitally filed by the Deputy Principal. They will be uploaded to the BOS at the end of the Preliminary Course as directed by the BOS.

The Board of Studies requires that, before students can progress to the HSC Course, they must satisfactorily complete the requirements of the relevant Preliminary Course.

### PRELIMINARY COURSES

Throughout the Preliminary Course, the School conducts an Assessment Program in each subject. The purpose of the Assessment Program is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary Course. This determination, but not the actual mark achieved, is reported to the Board of Studies, and is reported on a Preliminary Course Record of Achievement issued by the Board.

### HIGHER SCHOOL CERTIFICATE COURSES

During the HSC coursework, the School conducts an Assessment Program in each subject. The Board of Studies requires that the School report a mark for each student in each subject that they are presenting for the Higher School Certificate. The purpose of the Assessment Program is to determine this mark through the administration of a variety of Assessment Tasks.

The marks submitted to the Board of Studies are moderated by the Board, based on the examination results achieved by the School's candidates in each subject. The moderated Assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each subject. Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which the Board provides an HSC result.

Thus, in every Assessment Task set during the HSC coursework, students are working directly towards their HSC result.

Following the HSC, students will receive a result notice informing them of their:

- Examination mark
- Scaled Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Band achieved, ranging from 6 to 1, reported as follows:

Band	Mark
6	90 to 100
5	80 to 89
4	70 to 79
3	60 to 69
2	50 to 59
1	0 to 49

Extension units marked out of 50 are reported differently, reported as Bands E4, E3 and E2, with E1 regarded as Unsatisfactory.

## SATISFACTORY COMPLETION OF COURSE REQUIREMENTS

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course development or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

If at any time, it appears that a student is at risk of being given an "N" (Non-completion of course requirements) determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing with a First Warning letter. This warning will be given in time for the problem to be corrected. If the First Warning letter is not effective, a further warning letter will be sent. If a student fails to respond by the Third Warning letter, the Principal may recommend to the BOS an "N" award for the particular subject.

Students who receive an 'N' determination for a Preliminary Course will normally not be allowed to proceed to the HSC course. The Principal may, under exceptional circumstances, give provisional permission for a student to proceed to the HSC course while they are concurrently completing the Preliminary coursework.

## ABSENCE DUE TO MISADVENTURE (PRELIMINARY AND HSC COURSES)

If a student is very ill on the day of an Assessment Task or Examination, they will not be able to attend School to complete the Task.

Students should not be late to school or absent the day before an assessment task or the day of an assessment task. This is due to students attempting to gain an unfair advantage over other students by using this time to study or complete work.

Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude their attendance. Such circumstances do not include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

In the event of an illness, misadventure or trauma, which may affect a student's performance, an Illness/Misadventure during an Assessment Task Form or Absent for an Assessment Task Form may be required to be completed (Appendix 2).

On the due date or the day before an Assessment Task is due, if a student is absent for a whole day or for a partial day, it is the student's responsibility to:

- On return to School, parents must provide written and acceptable supportive evidence for the student's absence including obtaining a Doctor's Certificate (from a Medical doctor who is not a relative), dated for the day of the Assessment. This should be submitted to the Deputy Principal as soon as possible. Failure to submit acceptable supportive evidence will result in late penalties being awarded. When a student is absent from classes on the day of a test, they may be asked to complete an alternative task on the first day of his return to School.

## OTHER CIRCUMSTANCES RELATING TO ILLNESS OR MISADVENTURE (HSC AND PRELIMINARY COURSES)

When a student presents themselves for an Examination of Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, they may make a claim for Misadventure. They must obtain a Doctor's Certificate (from a medical doctor who is not a relative), dated for the day of the Assessment. This should be submitted to the Deputy Principal as soon as possible. An Illness/Misadventure during an Assessment Task Form will be required to be completed.

Similarly, should circumstances eventuate which may prejudice a student's performance in an Assessment Task or Examination, the details should be given in writing to the Deputy Principal as soon as possible.

Illness or misadventure in the days immediately preceding an Assessment Task or Examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute

preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment Task or Examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

A computer malfunction is not reasonable grounds for misadventure. Students should constantly back their work up and aim to complete the task well beforehand so that if there are computer difficulties, they will still have time to complete their work.

#### EVIDENCE REQUIREMENTS

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

#### ILLNESS

Provision of a Doctor's Certificate (from a Medical doctor who is not a relative) dated on the date in question and clearly stating the nature of the illness.

#### OTHER CASES OF MISADVENTURE

Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the Deputy Principal on the day of the student's return to School, or earlier in the case of a prolonged absence. The teacher will communicate the matter to the office staff, then place the documents in the student's file.

#### SUBSEQUENT PROCEDURES IN RELATION TO ILLNESS OR MISADVENTURE

Where a student has missed attending an Assessment Task or Examination, on the day of their return to School, they must see the relevant teachers, who will determine, in consultation with the Deputy Principal, how to proceed. The teacher will determine if it is appropriate and possible for the student to undertake a similar Assessment Task or Examination; the student can be required to undertake the alternative on the day of his return to School. Alternatively, it may be more appropriate to make an estimate based on other information about the student's performance.

#### NOTE

Should a student be absent from an Assessment Task or Examination and fail to follow the procedures above, they will be awarded zero (0) marks.

#### FAILURE TO SUBMIT OR UNDERTAKE AN ASSESSMENT TASK

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the teacher will advise the Deputy Principal, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of zero (0) marks for the Task.

HSC students in Years 11 and 12 are warned that failure to submit or undertake Assessment Tasks worth at least fifty percent (50%) of the Assessment marks will result in the Deputy Principal advising the Board of Studies of their unsatisfactory completion of the respective course. This is a requirement of the Board of Studies in which the school has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student's eligibility for the HSC or Year 11 credential.

## ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Students are subject to normal School rules when an Assessment Task is due, particularly in attending all classes. Allegations of:

- 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.

will be reported to the Deputy Principal to investigate the allegation. Where the Deputy Principal is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the Assessment Task. The outcome in such cases will be conveyed in writing to parents.

## APPEALS RELATING TO ASSESSMENTS

Appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the Deputy Principal at the time of the return of the Assessment Task.

If there is a problem with students not satisfactorily achieving the Outcomes in the Preliminary Course for Year 11, a student should submit a written appeal, together with evidence, to the Deputy Principal, who will convene the Appeal Committee.

For Year 12 HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, students have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the School's records and the appropriateness of its procedures. Appeals should be directed in writing to the Deputy Principal, who will convene the Appeal Committee, comprising:

- the Deputy Principal
- the class teacher
- the appropriate Year Coordinator.

The student and/or his parents will have the right to speak to the Appeals Committee in support of the Appeal, if they wish, but may not be present for the Committee's deliberation. Should the student not be satisfied with the ruling of the Appeal Committee, they have the right to further appeal to the Board of Studies within the timeframe published annually by the Board.

## DISABILITY PROVISIONS FOR EXAMINATIONS

The Board of Studies may approve disability examination provisions for the Higher School Certificate Examination if a student has a special need that would, in a normal test situation, prevent him from:

- reading and interpreting the test or exam questions, and/or
- communicating knowledge or understanding to a marker as effectively as a student without that special need.

Applications for Disability Provisions for Year 12 must be made on the official Board of Studies website and are usually due by the end of the year prior to the student sitting the external examination. Applications are to be made by the Special Education Coordinator.

Typical reasons for the granting of special provisions include visual or auditory impairment, learning difficulties or fine motor difficulties. Successful applicants will be granted provisions deemed appropriate by the Board. These may include such things as

- Use of a reader and/or writer
- Separate supervision
- Large print papers
- Extension of test time
- Rest breaks
- Use of a personal computer
- Braille papers
- Establishment of a special test centre
- Permission to take medication

Once the Board has granted a special provision, the school will also endeavor to make the same provision during its own Examinations. It is the Special Education Teacher's responsibility to ensure that teachers are aware of disability provisions.

It is important to note that provisions granted for the School Certificate are *not* automatically carried forward for the Higher School Certificate. A new application must be submitted to the Board of Studies at the appropriate time. The School is ultimately bound by the judgements made by the Board of Studies and must heed the Board of Studies' decisions in such matters.

As a general guideline, the School does not offer special examination provisions for students in Years 7 to 11. However, students who are eligible for external teacher aid funding or students with special circumstances, may make an application in writing to the Special Education Teacher

## MATHEMATICS GENERAL - PRELIMINARY ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Term 1 Week 7	Term 2 Part A (checkpoint): Week 3 Part B (checkpoint): Week 8 Part C: Week 10	Term 3 Week 4	
	Half Yearly Examination	Survey & Report	Yearly Examination	
	MGP - 1, 2, 3, 5, 6, 10	MGP - 1, 2, 7, 10	MGP - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Concepts, skills and techniques	20%	10%	20%	<b>50%</b>
Reasoning and Communication	10%	20%	20%	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## MATHEMATICS - PRELIMINARY ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Examination	Take-home Assignment	Examination	
	Term 1, Week 7	Term 2, Week 10	Term 3, Week 3/4	
	P 1, 3, 4	P 1 - 5	P 1 - 8	
A Knowledge, understanding and skills in each content area	15	15	20	<b>50</b>
B Reasoning, interpretative, explanatory and communicative abilities	10	20	20	<b>50</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## MATHEMATICS EXTENSION 1 - PRELIMINARY ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Examination	Take-home Assignment	Examination	
	Term 1 Week 7	Term 2 Week 10	Term 3 Week 3/4	
	PE1, 6	PE1, 2, 6	PE1, 2, 5, 6	
A Knowledge, understanding and skills in each content area	16	6	28	<b>50</b>
B Reasoning, interpretative, explanatory and communicative abilities	10	18	22	<b>50</b>
<b>Total</b>	<b>26</b>	<b>24</b>	<b>50</b>	<b>100</b>

## ENGLISH STANDARD - PRELIMINARY ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Area of Study – Listening Portfolio	Elective 1 – Oral	Elective 2 – Viewing and Representing	Final Examination AoS (10%) Modules (10% each)	
	Term 1 Week 4	Term 1 Week 10	Term 2 Week 8	Term 3 Week 5	
	1, 2, 3, 4, 10, 11, 12, 13	1,3,4,6,7,8,10,11,12,13	1,3,4,7,8,9,11,12	All	
Listening	15				<b>15</b>
Speaking		15			<b>15</b>
Writing	5	5	5	15	<b>30</b>
Reading	5		5	15	<b>25</b>
Viewing/Representing	5		10		<b>15</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>
<b>Component Allocation</b>	<b>Area of Study - 40%</b>		<b>Modules -60%</b>		<b>100%</b>

## ENGLISH ADVANCED - PRELIMINARY ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Area of Study – Listening Portfolio	Elective 1 – Viewing and Representing	Elective 2 - Oral	Final Examination AoS (10%) Modules (10% each)	
	Term 1 Week 4	Term 1 Week 10	Term 2 Week 8	Term 3 Week 5	
	1, 2, 3, 4, 10, 11, 12, 13	1,2,3,4,5,7,10,12A,13	1, 3, 4, 8, 9,12	All	
Listening	15				<b>15</b>
Speaking			15		<b>15</b>
Writing	5	5	5	15	<b>30</b>
Reading	5	5		15	<b>25</b>
Viewing/Representing	5	10			<b>15</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>
<b>Component Allocation</b>	<b>Area of Study - 40%</b>		<b>Modules -60%</b>		<b>100%</b>

## MATHEMATICS GENERAL - HSC ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3/4	
	Half Yearly Examination	Statistical Investigation and Report	Trial Examination	
	MG2H - 1, 2, 3, 4, 5, 6, 7, 8, 10	MG2H - 1, 2, 7, 8, 10	MG2H - 1, 2, 3, 4, 5, 6, 7, 8, 10	
Concepts, skills and techniques	20%	10%	20%	<b>50%</b>
Reasoning and Communication	10%	20%	20%	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## MATHEMATICS - HSC ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 1, Week 7	Term 2, Week 7	Term 3, Week 3/4	
	Half Yearly Examination	Assignment	HSC Trial Examination	
	H1 -3, 5-9	H1 - 9	H1 - 9	
Concepts, skills and techniques	12	18	20	<b>50</b>
Reasoning and Communication	13	17	20	<b>50</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## MATHEMATICS EXTENSION 1 - HSC ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Term 1, Week 7	Term 2, Week 8	Term 3, Week 3/4	
	Half Yearly Examination	Assignment	HSC Trial Examination	
	HE1, 2, 3, 4, 6, 7	HE1 - 7	HE1 - 7	
Concepts, skills and techniques	14	16	20	<b>25</b>
Reasoning and Communication	12	18	20	<b>25</b>
<b>Total</b>	26	34	40	<b>50</b>

## MATHEMATICS EXTENSION 2 - HSC ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Half-Yearly Exam	Open-book Test	Trial HSC Exam	
	Term 1, Week 7	Term 2, Week 9	Term 3, Week 3/4	
	E 1, 2, 3, 4, 6, 9	E 1, 2, 3, 4, 5, 6, 7, 8, 9	E1-E9	
Concepts, Skills and Techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## ENGLISH STANDARD - HSC ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Weighting</b>
	Area of Study - Listening Task	Area of Study - Portfolio	Module A - Oral	Module B - Essay and Visual Representation	Trial Examination AoS (10%) Modules (15%)	Module C - Written Report	
	Term 4 Week 6	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5	Term 3 Week 6	
	4, 6	1, 2, 3, 4, 10, 11, 12, 13	1, 3, 4, 6, 7, 8, 10, 11, 12, 13	1, 3, 4, 7, 8, 9, 11, 12	All	1, 4, 7, 8, 10, 11	
Listening	15						<b>15</b>
Speaking			15				<b>15</b>
Writing		5		5	10	10	<b>30</b>
Reading		5			15	5	<b>25</b>
Viewing/Representing		5		10			<b>15</b>
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>100</b>
<b>Component Allocation</b>	<b>Area of Study - 40%</b>		<b>Modules -60%</b>				<b>100%</b>

## ENGLISH ADVANCED - HSC ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Weighting</b>
	Area of Study - Listening Task	Area of Study - Portfolio	Module A – Essay	Module B - Oral	Module C - Written Report	Trial Examination AoS (10%) Modules (15%)	
	Term 4 Week 6	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 6	Term 3 Week 5	
	4, 6	1, 2, 3, 4, 10, 11, 12, 13	1,2,3,4,5,7,10,12A,13	1,2,3,4,5,8,9,12	1,2,3,4,5,6,10,11,12,12A,13	All	
Listening	15						<b>15</b>
Speaking				15			<b>15</b>
Writing		5	10		5	10	<b>30</b>
Reading		5	5			15	<b>25</b>
Viewing/Representing		5			10		<b>15</b>
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>
<b>Component Allocation</b>	<b>Area of Study - 40%</b>		<b>Modules - 60%</b>				<b>100%</b>

## MUSIC 1 - PRELIMINARY ASSESSMENT SCHEDULE

Syllabus Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Aural Skills and Musicology	Composition	Performance	Aural Skills Examination	
	Term 4 (2016) Week 8	Term 1 Week 4	Term 1 Week 10	Term 1 Week 7	
	P2, P5, P6, P7, P10	P3, P4, P5, P6, P10, P11	P1, P2, P3, P4, P5, P7	P4, P6	
<b>Performance Core</b> <ul style="list-style-type: none"> <li>• solo and as part of an ensemble</li> <li>• music representative of the contexts studied</li> <li>• compositions, arrangements and improvisations</li> <li>• with different types of technologies</li> </ul>			25		25
<b>Composition Core:</b> <ul style="list-style-type: none"> <li>• experimenting</li> <li>• improvising</li> <li>• arranging</li> <li>• structuring</li> <li>• notating</li> <li>• using different types of technology</li> </ul>		25			25
<b>Musicology:</b> <ul style="list-style-type: none"> <li>• identifying and commenting on concepts</li> <li>• analysing</li> <li>• collecting information</li> <li>• using different types of technology</li> <li>• investigating some of the cultural contexts of music</li> </ul>	25				25
<b>Aural:</b> <ul style="list-style-type: none"> <li>• recognising, analysing and commenting on:</li> <li>• the concepts of music</li> <li>• the use of technology</li> <li>• music of various cultures</li> <li>• unity, contrast and style</li> </ul>	10			15	25
<b>Total</b>	<b>35</b>	<b>25</b>	<b>25</b>	<b>15</b>	<b>100</b>

## MUSIC 1 - HSC ASSESSMENT SCHEDULE

HSC Syllabus Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Musicology Core	Aural Core	Composition Core	Performance Core	Trial HSC Aural Core and Electives 1, 2 & 3	
	Viva voce on current topic & Musicology Portfolio		Compositional activities representing current topic			
	Term 2 Week 4	Term 2 Week 7	Term 2 Week 9	Term 3 Week 2	Term 3 Week 3/4	
	H2, H4, H5, H6, (H10)	H2, H4, H6,	H1, H3, H4, H5, H7, (H9, H10)	H1, H5, H7, H8 (H10, H11)	*H1,*H2,*H3,*H4, *H5,*H6,*H7,*H8 (H9, H10, H11)	
Performance Core				10		10
Composition Core:			10			10
Musicology Core	10					10
Aural Core:		10			15	25
Elective 1					15	15
Elective 2					15	15
Elective 3					15	15
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>60</b>	<b>100</b>

## DESIGN & TECHNOLOGY - PRELIMINARY ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Group Toy Project & Diary	Designer Case Study	Minor Project & Portfolio	Preliminary Examination	
	Term 4 Week 8	Term 1 Week 2	Term 1 Week 5	Term 1 Week 7	
	P3.1, P4.1, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P4.1, P5.1, P5.2, P5.3.	P1.1, P2.1, P2.2, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2.	P2.1, P2.2, P5.2	
Presentation of Research		5	20		25
Test Type Tasks	5	10		10	25
Design Projects	10	10	20	10	50
<b>Total</b>	<b>15</b>	<b>25</b>	<b>40</b>	<b>20</b>	<b>100</b>

## DESIGN & TECHNOLOGY - HSC ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Presentation based on Major Design Project	Case Study of Innovation	Major Project & Portfolio	Trial HSC (Written examination)	
	Term 2, Week 1	Term 2, Week 7	Term 3, Week 1	Term 3, Weeks 3/4	
	H4.1, H4.2, H5.2	H2.1, H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.2, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and skills in: Innovation and Emerging Technologies		20	20		<b>40</b>
Designing and Producing	10		20	30	<b>60</b>
<b>Total</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>

## ANCIENT HISTORY- PRELIMINARY ASSESSMENT SCHEDULE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Reconstructing the Past	Yearly Exam	Historical Investigation	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 1	
<b>Outcomes</b>	P3.1, P3.2, P3.3, P3.4, P3.5, P4.1, P4.2	P1.1, P2.1, P3.3, P3.4, P3.5, P4.1, P4.2	P1.1, P3.1, P3.2, P3.3, P3.4, P3.6, P4.1, P4.2	
Knowledge and understanding of course content	15		25	<b>40</b>
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	5	10	5	<b>20</b>
Historical inquiry and research including mandatory historical investigation		20		<b>20</b>
Communication of historical understanding in appropriate forms	10	5	5	<b>20</b>
<b>Total</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## ANCIENT HISTORY - HSC ASSESSMENT SCHEDULE

Component	Task 1	Task 3	Task 5	Weighting
	Cities of Vesuvius: Source-based research	Sparta Research Report	Trial HSC Examination	
	Term 2 Week 6	Term 3 Week 1	Term 3 Week 3/4	
Outcomes	H3.1, H3.3, H3.6, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.6	H1.1, H2.1, H3.1, H3.3, H3.4, H3.5, H4.1, H4.2	
Knowledge and understanding of course content	5	15	20	<b>40</b>
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	10		10	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## CHEMISTRY - PRELIMINARY ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting
	Performing A First-Hand Investigation: Heats of Combustion of Alkanols	Planning and Performing a Practical Task: Titration	Trial Examination	
	Term 2 Week 8	Term 2 Week 10	Term 3 Week 6	
	H9, H12, H13, H14	H10, H11, H14, H15	H1 – H14	
Knowledge and understanding of: <ul style="list-style-type: none"> <li>the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry</li> <li>atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	5	5	30	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources</li> </ul>	10	10	10	<b>30</b>
Skills in: <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	10	10	10	<b>30</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

## CHEMISTRY - HSC ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting
	Secondary Sources Investigation: Cells	Planning and Performing a Practical Task: Titration	Trial Examination	
	Term 2 Week 5	Term 2 Week 6	Term 3 Week 3/4	
	H3, H4, H7, H13, H14	H10, H11, H14, H15	H1 – H14	
Knowledge and understanding of: <ul style="list-style-type: none"> <li>the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry</li> <li>atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	5	5	30	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources</li> </ul>	10	10	10	<b>30</b>
Skills in: <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	10	10	10	<b>30</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>



## ASSESSMENT TASK ABSENCE

*Complete the following details and hand this form to the Deputy Principal. Please attach any additional documentation (e.g. Doctor's Certificate, Supporting Statements)*

**NB Retrospective claims will not be considered.**

Name: .....

Year: .....

Subject: .....

Due Date: .....

Assessment Task Details: .....

Subject Teacher: .....

Reason for Absence

.....  
.....  
.....

Students Signature: .....

Date: .....

Deputy Principal's Decision:

.....  
.....  
.....

Deputy Principal's Signature: .....

Date: .....



# ILLNESS/MISADVENTURE APPLICATION FORM

Surname: .....

First Name: .....

*Complete the following details and hand this form to the Deputy Principal. Please attach any additional documentation (e.g. Doctor's Certificate, Supporting Statements)*

Exam/Task	Exam/Task Date	Details of affect on performance	Attendance	Do you receive disability provisions for this exam or task?
		Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	(Yes/No)	

### **Students Appeal**

I have carefully read the information guide for students, detailing Illness/Misadventure Appeals and the instructions on this form. I have completed each item on the checklist.

I consider that my examination performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination(s), as set out above and in Section A of the guide on the BOS website.

I declare that all the information I have supplied is true.

Students Signature: .....

Date: .....

If this appeal is lodged on behalf of a student, please print:

Name of person lodging appeal: .....

Telephone: .....

Signature: .....

Date: .....

The reason the student is not lodging the appeal

.....  
 .....

### **Appeal Decision**

Approved / Not approved

Deputy Principal Signature: .....

Current Date: .....



# REQUEST FOR EXTENSION OF TIME

It is a normal expectation that this approval be given by the relevant subject teacher, before the due date for the submission of the assessment task

*Student to Complete*

Student Name: .....

Current Date: .....

Subject: .....

Task Number: .....

Task Title: .....

Due Date: .....

Reason for requested extension:

.....  
.....  
.....

Proposed completion date: .....

**Approval**

*Subject Teacher to complete*

Approved / Not approved

Teacher Signature: .....

Current Date: .....

Revised submission date: .....

*Deputy Principal to complete*

Deputy Principal Signature: .....

Current Date: .....