



## **Stage 6 - Senior Secondary**

### **Student Handbook**

(Years 11 & 12)

***Compressed Curriculum***

***Assessment Policy & Guide***

**2019**



## Our Core Beliefs and Values

- The Nimbin Central School Community recognises and acknowledges the traditional Bundjalung owners of this area.
- Nimbin Central School fosters a love of learning and success through diversity.
- Staff, students, parents and community members work together with respect for each other and the environment.
- The unique worth of each individual is enhanced in a safe and caring environment.
- Quality teaching supports academic excellence and maximises our students' personal, social and learning outcomes.
- We promote active citizenship and prepare students for a changing world.



## Contents

|  |    |
|--|----|
| SCHOOL CONTRIBUTIONS .....   | 4  |
| LESSON TIMES: .....  | 6  |
| TERM DATES FOR 2019 .....  | 6  |
| SENIOR CODE OF CONDUCT:.....   | 7  |
| ATTENDANCE: .....  | 8  |
| 1. Class Attendance.....   | 8  |
| 2. On Site Requirements .....  | 9  |
| 3. Study Periods: .....  | 9  |
| 4. TAFE, External VET Courses, University courses: .....                   | 10 |
| 5. Who to go to if you are experiencing problems in the senior years:..... | 10 |
| 6. Distance Education: .....   | 10 |
| USE OF PRIVATE MOTOR VEHICLES: .....                                       | 11 |
| NIMBIN CENTRAL SCHOOL ANTI-BULLYING POLICY .....                           | 16 |
| STUDENT COMPUTING DEVICE POLICY.....                                       | 16 |
| MOBILE PHONE POLICY .....  | 17 |
| POSITIVE BEHAVIOUR FOR LEARNING (PBL) .....                                | 18 |
| NIMBIN CENTRAL SCHOOL COMPRESSED CURRICULUM ASSESSMENT POLICY..            | 20 |
| Introduction .....   | 20 |
| Satisfactory Completion of a Course .....                                  | 20 |
| The Assessment Process.....  | 21 |
| <i>Minimum Assessment Requirements</i> .....                               | 21 |
| <i>Attendance at School</i> .....  | 21 |
| <i>Notification of Tasks</i> .....   | 21 |
| <i>Marking of assessment tasks</i> .....                                   | 22 |
| <i>Missing an Assessment Task</i> .....                                    | 22 |
| <i>Submission of Tasks</i> .....   | 22 |
| <i>Late Submission of Tasks</i> .....                                      | 23 |
| <i>Non Submission of Assessment Tasks</i> .....                            | 23 |
| REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE (HSC)<br>..... | 25 |
| All My Own Work (AMOW).....  | 26 |
| “N” ASSESSMENTS .....  | 27 |
| Sample notification of an Official Warning.....                            | 28 |
| RESPONSIBILITIES OF STUDENTS.....  | 30 |

|  |    |
|--|----|
| Nimbin Central School - Stage 6 Assessment Schedule .....  | 36 |
| COURSE ASSESSMENT SCHEDULES .....                          | 37 |
| Subject: Preliminary English Advanced.....                 | 37 |
| Subject: HSC English Advanced .....                        | 38 |
| Subject: Preliminary English Standard .....                | 39 |
| Subject: HSC English Standard .....                        | 40 |
| Subject: Preliminary English Studies.....                  | 41 |
| Subject: HSC English Studies .....                         | 42 |
| Subject: Preliminary English Extension One .....           | 43 |
| Subject: HSC English Extension One.....                    | 44 |
| Subject: Preliminary Society and Culture .....             | 45 |
| Subject: HSC Society and Culture .....                     | 45 |
| Subject: Preliminary Industrial Technology - Auto .....    | 46 |
| Subject: HSC Industrial Technology - Auto .....            | 46 |
| Subject: Preliminary Textiles and Design .....             | 47 |
| Subject: HSC Textiles and Design .....                     | 48 |
| Subject: Preliminary Visual Arts .....                     | 49 |
| Subject: HSC Visual Arts .....                             | 50 |
| Subject: Preliminary Physics .....                         | 51 |
| Subject: HSC Physics .....                                 | 52 |
| Subject: Preliminary Earth and Environmental Science ..... | 53 |
| Subject: HSC Earth and Environmental Science.....          | 54 |
| Subject: Preliminary Work Studies .....                    | 55 |
| Subject: HSC Work Studies .....                            | 56 |
| A GLOSSARY OF KEY WORDS.....                               | 57 |
| PERSONAL STUDY AND ASSESSMENT PLANNERS.....                | 58 |
| PERSONAL ASSESSMENT TASK PLANNER .....                     | 59 |
| PERSONAL STUDY PLAN .....                                  | 61 |
| STUDY TIMETABLE .....                                      | 62 |
| STUDY AT SCHOOL AND HOME .....                             | 63 |
| DO I UNDERSTAND THE ASSESSMENT POLICY? .....               | 64 |

## SCHOOL CONTRIBUTIONS

### General:

**General Contribution:** 1 student - \$24.00, 2 or more students - \$40.00

**Textbooks** - \$25.00**Library** - \$10.00**Stage 6 (Year 11/12):****Subject Costs:**

|                                      |  |
|--------------------------------------|--|
| Society and Culture.....             | Excursion cost (TBA)                                       |
| Design and Technology.....           | \$40.00 + additional materials for Major<br>Design Project |
| Textiles and Design.....             | \$40.00 + additional materials for Major<br>Project        |
| Earth and Environmental Science..... | Excursion cost (TBA)                                       |
| Visual Art.....                      | \$50.00 + cost of materials for Body of<br>Work            |

**Equipment:**

|                                       |         |
|---------------------------------------|---------|
| Calculators (\$20.00+\$2.00GST) ..... | \$24.80 |
| Art Diary.....                        | \$5.40  |
| USB 8gb .....                         | \$6.05  |

Students are asked to contribute toward the costs of subjects at school. While Government support is received to cover basic material and running costs, the amount does not cover all costs in running a school. Contributions and fundraising are necessary to overcome this shortfall. Without these additional contributions it would not be possible to offer the wide range of subjects currently operating. The school requests parents to make this contribution so that all programs can continue to run. Expenses can be covered in instalment. If families have difficulty in this regard, please do not hesitate to contact the Principal through the school office.

## LESSON TIMES:

| Secondary Lesson Times<br>Mon, Wed, Thur, Fri |       |       |
|---|-------|-------|
| Period 1                                      | 8:55  | 9:35  |
| Period 2                                      | 9:35  | 10:15 |
| Period 3                                      | 10:15 | 10:50 |
| Recess  | 10:50 | 11:15 |
| Period 4                                      | 11:15 | 11:55 |
| Period 5                                      | 11:55 | 12:35 |
| Period 6                                      | 12:35 | 1:15  |
| Lunch   | 1:15  | 1:55  |
| Period 7                                      | 1:55  | 2:35  |
| Period 8                                      | 2:35  | 3:15  |

| Secondary Lesson Times (Assembly<br>Days – usually Tuesdays) |       |       |
|--|-------|-------|
| Period 1   | 8:55  | 9:35  |
| Period 2   | 9:35  | 10:10 |
| Period 3   | 10:10 | 10:45 |
| Morning Break  | 10:45 | 11:10 |
| Period 4   | 11:10 | 11:45 |
| Period 5   | 11:45 | 12:20 |
| Period 6   | 12:20 | 12:   |
| Assembly   | 12:   | 1:15  |
| Lunch  | 1:15  | 1:55  |
| Period 7   | 1:55  | 2:35  |
| Period 8   | 2:35  | 3:15  |

## TERM DATES FOR 2019

**Term 1 2019** commences on Tuesday, 29<sup>th</sup> January (**Staff**),  
Wednesday 30<sup>th</sup> January (**Years 1-6, Years 7, 11 & 12**),  
Thursday 31<sup>st</sup> January (**All years**)  
and ends on Friday 12<sup>th</sup> April.

**Term 2 2019** commences on Monday 29<sup>th</sup> April (**Staff**),  
Wednesday 26<sup>th</sup> April (**Students**)  
and ends on Friday 5<sup>th</sup> July.

**Term 3 2019** commences on Monday 22<sup>nd</sup> July (**Staff**),  
Tuesday 18<sup>th</sup> July (**Students**)  
and ends on Friday 27<sup>th</sup> September.

**Term 4 2019** commences on Monday 14<sup>th</sup> October (**Staff & Students**)  
and ends on Friday 15<sup>th</sup> December (**Students**),  
Friday 20<sup>th</sup> December (**Staff**).

## SENIOR CODE OF CONDUCT:

1. The senior years of schooling – Years 11/12 – Stage 6 – are the most challenging and rewarding of your school life.
2. You are a young adult and have chosen to be at school to complete your Higher School Certificate (HSC). As such, you have shown that you are willing to take responsibility for your own education and are willing to make a serious commitment to attaining positive results:
3. It is expected that as a senior student you will adhere to a Code of Conduct which supports your successful completion of the HSC and which reflects positively on the school and yourself.

This conduct includes:

- A regular pattern of attendance
- Attendance at all timetabled classes when at school
- Attendance at school assemblies, year meetings and other meetings as indicated by school staff
- Arrival and departure at designated times
- Signing in and out when leaving the school grounds for any reason, any time
- Learning and working with sustained effort to complete all class work and homework activities
- Completing all assessment tasks within the specified time
- Using a diary to organise and balance your school/work/social commitments
- Developing positive relationships with your teachers as they guide/support you through your senior years
- Being committed to achieving the best results you are capable of in your senior years
- Being a positive role model for students who are younger than you
- Demonstrating acceptable behaviour and using appropriate language at all times
- Following all the school and Department of Education (DoE) rules and policies, at school and on excursions/visits
- Always acting in a responsible manner whether using public or private transport
- Wearing appropriate clothing
- Attendance at set examinations

If you are unable to follow this Code of Conduct you may be seen to be in conflict with the educational aims this school has for you and your position at the school could be reviewed. The DoE and school suspension and expulsion policies apply to both junior and senior students.

Senior students could have their position declared vacant if they are unable to follow the school's Code of Conduct and do not demonstrate a serious approach to their studies.

## ATTENDANCE:

### 1. Class Attendance

- a) Class rolls are marked every lesson by class teachers.

Any absence is noted and is followed up by the Deputy Principal and/or the class teacher.

If it is a full day absence a note must be brought to school and given to the front office. If you are absent for more than 3 days a doctor's certificate may be required or a note/verbal confirmation from parent/caregiver.

This is particularly important if there are assessment tasks due or you are applying for an extension for an assessment task.

- b) If you have 5 unexplained absences from any subject, it is considered that you are not applying yourself diligently or in a sustained manner in this subject.

A Board of Studies Teaching and Educational Standards (NESA) warning letter will be sent for that subject to allow you time to rectify the matter. You are required to talk with the subject's teacher to find out what you have to do and complete the set work/task by the time stated

If there is a continued pattern of unexplained absence, the class/subject teacher will inform the Head Teacher and an interview with the Principal /Deputy Principal arranged. Parents/Caregivers will be invited to attend this meeting.

If there is no improvement in attendance and no serious effort made to rectify the situation with regard to class work/assessment tasks, a second warning letter will be sent.

At this stage you are placing yourself in the position of receiving an 'N' determination in a subject. The final decision for this is made by the Principal.

In the Preliminary course you are required to complete at least 12 units of study and in the HSC at least 10 units. To receive an 'N' determination in any subject could cause your HSC to be placed in jeopardy and would require reattempting a subject.

Continued unexplained absences and/or failure to rectify problems in subjects could result in a student's position being declared vacant.



## 2. On Site Requirements

All students in Years 7, 8, 9, 10, 11 and 12 must be at school and ready to attend class at, or before the (start of school) bell at 8:55am.

You are expected to be at school by 8:55am each morning. If you are late you will be expected to make up lost time in lunchtime detention.

All students in Years 7, 8, 9, 10, 11 and 12 must remain on the school site until the (end of school) bell rings at 3:15pm.

**This means Year 7-12 students cannot leave the school grounds at recess or lunchtime to go up to town to buy food.**

**Students will need to bring all the food and drinks they require with them in the morning or buy food from the school canteen.**

### Exception

- The exception to this rule is when students have a signed note from their parent/caregiver indicating they have to attend an appointment.
- If this is the case the note must be presented to the office staff in order to obtain a **Leave Pass**.
- Leave passes must be obtained before school, at recess or at lunch time, **NOT DURING CLASS TIME**.

## 3. Study Periods:

All Year 11/12 students have study periods to cover work set by your class teachers. On Mondays students **must** sign in when they arrive (**before 10:30am**) and go to the Library. The same applies on Friday afternoons. Students may sign out **after 1:30pm** or remain at school in the study area (Library/ Computer Room, by arrangement) or actively participating in whole school sport. Students remaining at school on Fridays after 1.30pm should make their presence known to a senior staff member.

#### **4. TAFE, External VET Courses, University courses:**

Students who are involved in TAFE or external VET or university courses are to make sure they inform the teachers whose classes they miss and ensure they catch up with any work. These are explained absences.

#### **5. Who to go to if you are experiencing problems in the senior years:**

- The Principal
- The Deputy Principal
- Any Head Teacher
- Your Year Advisor
- NESA coordinator
- School Counsellor
- Any of your teachers
- Careers Adviser
- Parents/Caregivers

#### **6. Distance Education:**

- Students must work with the Nimbin Central School Distance Education Co-ordinator (Mr. Wheeler in 2019).
- Follow the requirements as directed by the subject teacher.
- Check their student e-mails regularly.
- Hand in work regularly to the Front Office.
- Check the correspondence box at the Front Office.
- Be aware of assessment tasks and when they are due.
- Arrive for formal examinations prepared
- Actively participate in weekly telephone tutorials with Distance Education teacher.
- Use allocated Distance Education times appropriately and balance the Distance Education workload with your other courses.

## USE OF PRIVATE MOTOR VEHICLES:



## POLICY ON THE USE OF PRIVATE MOTOR VEHICLES BY STUDENTS

**Reference:** Memorandum to School Principals 75/28140

### **Preamble:**

The preferred method on conveying students to and from school and on school activities is by public or hired transport. It is recognised there is a tendency for parents to allow their children the use of the family car, or for senior students to possess private vehicles, and for such vehicles to be used as a means of transport.

Students who are licensed drivers are free to drive to and from school. This is a matter for them, their parents/caregivers and the owner of the vehicle.

Nimbin Central School and the Department of Education (DoE) are not responsible for drivers or passengers travelling to and from school.

Nimbin Central School prefers students to use public or school organised transport for sporting or other nominated activities. However, it is accepted it may be appropriate to allow the use of private vehicles for such activities. This practice is a significant concession and is at variance with normal procedures. It follows that if the practice is to be allowed to continue it must be on conditions strictly adhered to by students and supervised by the consenting parents/caregivers and by the school, with knowledge that the Principal or parent/caregiver can revoke the concession at any time.

Catherine Marshall,  
Principal (Relieving)



## **Policy on Use of Private Motor Vehicles by parents and students for Department of Education activities**

If students are required to attend departmental activities away from the school or institute site, parents or other students may provide transport to and from the activity subject to the following conditions:

- ❖ Written permission from the parent(s) of the student being transported is obtained;
- ❖ If students are transporting other students, written permission from the parent(s) of the driver must also be obtained to not only use the vehicle but also to transport other students;
- ❖ The driver must be licensed;
- ❖ The motor vehicle must be registered;
- ❖ The number of passengers in the vehicle must not exceed the number of seat belts or in the case of larger vehicles, the number of passengers that the vehicle may be licensed to carry

Current driver's licence and car registration details must be sighted prior to giving permission for students to be transported in the vehicle. Comprehensive third party insurance is not required.

Transporting students in parents' or other students' vehicles should only occur in those circumstances where there is no other feasible option available to provide the transportation. It is acknowledged these guidelines may have limited application to TAFE NSW staff having regard to the character of the student cohort who attend TAFE NSW premises for educational purposes.



## Rules for Students who Drive to School:

- Students who regularly travel in a car driven by another Nimbin Central School student are required to obtain written permission from their parents/caregivers. Independent students who regularly travel in a car driven by another Nimbin Central School student are also required to complete the permission form.
- Students are not to drive during school times (unless attending an appointment etc. – see below)
- Students are required to park in the Visitors' Car Park only.
- Student drivers are to comply with all road rules and drive in a manner that ensures the safety of themselves and their passengers.
- Students who wish to use their car during school hours (e.g. to attend an appointment) must bring in a note from their parents/caregivers stating the purpose, times, destination and date. This note must be sighted by the Principal or delegate. Students need to sign out and obtain a 'Pass Out'.
- Student drivers are to inform the Principal of any traffic infringement/s to ensure the safety of drivers and passengers.
- Students who are passengers in a car driven by another student are expected to act responsibly.

|           |
|-----------|
| <b>NB</b> |
|-----------|

Student drivers who do not comply with these rules will not be permitted to use their vehicles for school purposes.



## **School Rules for the Use of Private Motor Vehicles by Students and Parents/Caregivers for School Activities:**

- Students travelling in a car driven by either another student or parent(s)/caregiver(s) must obtain written permission from their parent(s)/caregiver(s).
- The student driver must be licensed and provide the information required on the permission form. The licence must be sighted by the Principal or delegate.
- The motor vehicle used to transport students must be registered and in good working condition and the details entered on the permission form.
- The number of passengers being transported must not exceed the number of seat belts provided in the vehicle.
- Students are to travel directly to and from the specified venue.
- Drivers are required to obey all road rules and drive in a manner that ensures the safety of themselves and their passengers.

## Nimbin Central School

### USE OF PRIVATE MOTOR VEHICLES BY STUDENTS

**Driver Consent:**

I hereby consent to my son/daughter.....driving by  
 car.....to and from.....  
 on.....in accordance with the conditions set out in the School  
 Policy.

Parent/Caregiver signature.....Date.....

**Driver/Vehicle Information:****Student Name:**

**Licence****Classification & Number:**

**Vehicle make and Registration:**

|    |
|----|
| 1. |
| 2. |
| 3. |

The vehicle/s nominated are currently registered:    **Yes / No**

**Expiry date of Registration**

|    |
|----|
| 1. |
| 2. |
| 3. |

Vehicles nominated are covered by current Comprehensive and/or Third Party Insurance    **Yes / No**

**Signatures:**.....  
(Parent/Caregiver)
(Student)

**Undertaking By Student Driver's Parent/Caregiver:**

I am aware of the School's policy on student drivers. In allowing my son/daughter to drive to school I assure the School of my support in assuring School rules will be strictly followed.

**Names of Passengers**

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

**Signature of Passengers' Parent/Caregiver**

|  |
|--|
|  |
|  |
|  |
|  |
|  |

Parent/Caregivers signature:..... Date.....

**Undertaking by Student Driver:**

I.....agree to abide by the rules laid down by the School for student drivers.  
 Apart from sporting and nominated activities I will only use the car during normal school times if I have the permission of the Principal/Deputy Principal.

Driver's signature. .... Date.....

## **NIMBIN CENTRAL SCHOOL ANTI-BULLYING POLICY**

Bullying in any form is not tolerated at Nimbin Central School. An Anti-Bullying Policy was developed in 2006 and revised in 2010 and a copy is available at the school's front office. A further program targeting cyber-bullying was introduced in 2013.

These policies have been developed because of a genuine widespread desire to improve the teaching and learning environment for all students and staff and the recognition of the need to empower students to take a positive stand against all forms of bullying.

All students and staff have the right to work in a safe and secure non-threatening environment. It is the responsibility of the whole school community to ensure this and to insist that bullying of any kind has no place in this school. If needed, help can be sought from any member of staff.

Bullying creates a generalized school climate of tension and intimidation, a reduced engagement in learning and anxiety and worry – not only in those students who have been subjected to bullying but across the school.

It is wrong for an individual to stand by, and accept, tolerate or suffer any form of bullying in the belief that it is deserved or that if it is ignored it will go away. It is an individual's right to protest against bullying and to expect a caring and supportive response from the school community.

## **STUDENT COMPUTING DEVICE POLICY**

Use in class is subject to the following conditions:

- Students should only use their devices in class with the teacher's permission.
- If the teacher directs students to put the device away students should do so as soon as possible and not get it out until instructed or invited by the teacher.
- Students should not use their device in class for activities that are not related to the lesson as determined by the teacher.
- There may be some areas of the school or some activities where the students will be asked not to bring their devices (for example the TAS workshop or a sports lesson) and teachers will instruct the students to leave the devices in their bags at these times.

Students who do not comply with these conditions will be asked to turn the device off and store it in their bag. If the student fails to comply with these instructions, the normal discipline level system will apply from this point.

If a student refuses to turn off and store the device as requested, the student will be sent to the Deputy Principal or the Principal, where the student will be requested to hand the device in until the end of the day when the device will be returned to the student or a parent or caregiver (depending on the circumstances). The student may face more serious consequences at this point.



## MOBILE PHONE POLICY

While it is accepted that mobile phones are an important part of contemporary life and communications, it is important that all staff, all students and all parents/caregivers accept that their use during class time and on various other occasions at school is inappropriate.

### **Students:**

Students must have their mobile devices **switched off and in their bag** during class time. Students may use their mobile devices during recess and lunch break. This arrangement includes out of school situations such as school excursions (times when students may access their phones on excursions will be discussed with them at the time).

Students may not receive or access text messages, phone calls, photos, the clock or any other function of their mobile phone during the times specified above. Students are welcome to send and receive text messages and phone calls during break times provided those interactions are appropriate and do not involve foul language.

Inappropriate use of mobile phones is not permitted. Inappropriate use of mobile phones includes students using them to bully, intimidate or otherwise harass others through any phone call, SMS or text message, photographic, video or other data transfer system available on a mobile phone.

Inappropriate use of a mobile phone includes filming, taking audio recordings or taking photographs of students, staff, community members or parents without their permission.

**The use of a mobile phone at school, permission to bring a mobile phone into class even in a schoolbag is a privilege extended to our students, not a right. This privilege can be withdrawn at any time.**

Students who do not comply with these conditions will be asked to turn the device off and store it in their bag. If the student fails to comply with these instructions, the normal discipline level system will apply from this point.

If a student refuses to turn off and store the device as requested, the student will be sent to the Deputy Principal or the Principal, where the student will be requested to hand the device in until the end of the day when the device will be returned to the student or a parent or caregiver (depending on the circumstances). The student may face more serious consequences at this point.

**Parents** need to acknowledge that their young people will not have access to their mobile phones during class time and cannot answer the phone or respond to a text message as the phone will be out of sight and out of hearing:

Parents with an urgent need to be in contact with their child during the day should contact the school office and appropriate steps will be taken to pass on the message or arrangements will be made for the student to return the call on the school phone.

If a student brings a mobile phone to school they do so at their own risk. The school and school staff will not accept any responsibility for any loss, damage or theft for any phone brought to school.

## POSITIVE BEHAVIOUR FOR LEARNING (PBL)

### **As a student of Nimbin Central School I will be Respectful:**

- Respect yourself and show consideration towards others and their property.
- Treat all members of the school community and visitors to the school with respect and dignity. Bad manners and antisocial behaviour cannot be tolerated.
- Accept that no one has the right to interfere with your learning process, just as you do not have the right to interfere with the learning process of others.
- Every class member will respect the classroom rules articulated and modelled by the class teacher.
- Do not consume food or drink (except water) in classrooms or Multipurpose Unit (MPU).

### **As a student of Nimbin Central School I will be Responsible:**

- You are a member of the school community and have the responsibility to enhance its good name.
- Make the most of the opportunity to befriend your fellow students and your teachers.
- Be fully informed by reading notices and other school publications and act on relevant information where appropriate.
- Be a model of appropriate and responsible behaviour to other students.
- Be prepared for each lesson with the appropriate books, stationery, clothing and equipment.
- Be aware of the importance of arriving on time and being prepared for class. If a teacher is delayed then start work on your own or use the time for productive discussion.
- What you achieve at school will determine your options when you leave and therefore you should make the most of your school time.
- Work outside the classroom is essential. In some courses you will be expected to complete tasks as an independent learner, i.e. you will not have teacher supervision. In all courses you will be expected to consolidate learning, which may include revision, additional practice, further research and reading and preparation for assignments and tests.
- Time management will be your greatest challenge. You need to make wise use of the opportunities presented by your study period.
- Use the Library for private study and research.
- Contact teachers for extra help.
- Form a study group with your friends and help each other.
- Participate in extra-curricular activities, but maintain balance.

### **As a student of Nimbin Central School I will be Safe:**

- Ensure that all of your visitors to the school are first registered with a member of the school executive.
- Discourage and report on any damage to or defacement of school buildings or property.
- Anything which hinders the learning of students and anything which puts the personal safety of you or other students at risk is unacceptable.

# Compressed Curriculum

## Assessment Policy and Guide

# NIMBIN CENTRAL SCHOOL COMPRESSED CURRICULUM ASSESSMENT POLICY

## Introduction

This booklet outlines the assessment requirements determined by Nimbin Central School for the award of the Higher School Certificate (HSC).

Assessment is an essential part of any Senior School Course. It allows students to demonstrate their achievements throughout the whole year rather than at a single, final exam. It does not rely upon interest, attitudes or conduct of a student; however these factors invariably will affect a student's performance. The purpose of the assessment process is to assist student learning, assess student achievement and provide evidence of satisfactorily completing a course. Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. These may include tests, written or oral assignments, practical activities, fieldwork and projects.

Assessment is outcomes based, which means that a student's achievement is assessed against a prescribed standard, not against others in the group. As a rule, students will be aware of the criteria they will be assessed against before the task is due.

NESA requires students to complete a number of assessment tasks in both their Preliminary and the HSC courses. However, only the tasks completed during the HSC course are used for HSC assessment. It is important for all students to realise that they must satisfactorily complete the Preliminary Course in a subject to enter, and subsequently complete, the Higher School Certificate.

The HSC assessment tasks for each subject and the school's assessment policy are outlined in this booklet. The policy aims to be fair to all candidates within the group, while attempting to cater for individual differences and circumstances. The policy aligns with the NESA guidelines for HSC assessment.

## Satisfactory Completion of a Course

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

- (a) followed the course developed or endorsed by NESA
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- (c) achieved some or all of the course outcomes
- (d) made a genuine attempt at assessment tasks which contribute in excess of **50% of the available marks**

## **Nimbin Central School Compressed Curriculum Assessment Policy**

### **The Assessment Process**

Students will receive a course assessment policy setting out:

- Syllabus component areas and their weighting as set out in the syllabus
- The timing and weighting of each task
- The course outcomes to be assessed in each task
- The type of assessment task set

To achieve the best possible assessment mark, students should:

- Produce quality work in all tasks
- Complete tasks by the due date
- Plan time to give equal effort to all subjects
- Ask for help when needed

At the end of each task students will be given a mark that corresponds to a marking schedule. Any concerns about this mark should be discussed with the class teacher and relevant head teacher immediately.

### ***Minimum Assessment Requirements***

Students must complete HSC assessment tasks that together are worth more than 50% of the total assessment marks available for that course. Students who do not meet this requirement are not eligible to sit for the HSC examination in that subject and will be awarded a “N” determination. Depending on the number of units studied this may deem the student ineligible for the award of the HSC.

### ***Attendance at School***

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. If a student is in danger of this warning letters will be issued. The Principal may determine an appropriate attendance pattern that will allow students to achieve the outcomes of each course studied.

### ***Notification of Tasks***

Students will be given at least two (2) weeks written notice of each assessment task. The task outline will include:

- The course outcomes that are to be assessed
- Due date, weighting and value of the task
- An explicit explanation of the task
- The criteria that will be used to mark the task
- The marking scheme that will be used to mark the task

## **Nimbin Central School Compressed Curriculum Assessment Policy**

Teachers will endeavour to ensure that students do not have an excessive amount of tasks due at one time.

### ***Marking of assessment tasks***

Students will receive feedback on the quality of each task submitted and their individual progress within two (2) weeks of submitting the task. Students are encouraged to schedule meetings with their teachers if they would like further explanation as to their teacher's assessment of their performance in assessment tasks.

Teachers must assess the student's actual performance, not potential performance. Assessment tasks cannot be modified to take into account the possible effects of domestic situations, work commitments or illness. Where students have valid reasons for not completing individual tasks the teacher may offer a substitute task, or in exceptional circumstances an estimate based on other tasks.

If for some reason the assessment task produces an invalid or unreliable result, the teacher may elect to set a substitute task in consultation with students and the Head Teacher.

### ***Missing an Assessment Task***

If in the event of illness, unavoidable circumstances or misadventure a student misses an assessment task the student must provide the teacher with a medical certificate and/or letter signed by the parents or guardians on the next day they attend school. Only when the teacher considers that the student has a valid reason, may the teacher, in consultation with the Head Teacher, grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task will be arranged.

Examples of illness or misadventure are:

- Serious illness (medical certificate)
- An accident that prevents completion of task (Police report, letter from Parent or Guardian)
- Family emergency

Students must attempt all assessment tasks.

### ***Submission of Tasks***

All tasks not done in class time or during examinations must be handed in by **3.15 PM** on the day the task is due. The task must be handed directly to the teacher concerned, or Head Teacher in the case of the teacher's absence. If the Head Teacher is not available please submit the task to the Deputy Principal. Students will be required to sign that the task has been handed in. Students are not permitted to use class time on the day the task is due to complete assessment tasks unless they are given permission by their classroom teacher. **Do not leave the task on a teacher's desk.**

## Nimbin Central School Compressed Curriculum Assessment Policy

### ***Late Submission of Tasks***

**Students are expected to hand in assessment tasks by the due date.**

If students have a valid reason for submitting an assessment task late they should discuss this with their teacher at the first available opportunity and submit an application for misadventure.

Preliminary: In fairness to students who hand their assessments in on time, and to ensure consistency of marking, students who hand in their assessment task after the due date will be penalised 20% for each day late for example, this means that if the student receives a mark of 17/20 for a task which was submitted 2 days late they will receive an amended mark of 10/20 (i.e. 40% is taken from 17). Both marks should appear on the assessment task.

HSC: Assessment tasks submitted late with no valid reason will receive 0 marks.

Students are reminded that it is preferable to submit a task and receive 0 marks than not attempting a task to ensure they have attempted greater than 50% of assessment requirements.

### ***Non Submission of Assessment Tasks***

It is in the student's interests to submit all assessment tasks to their best standard in order to meet the course outcomes. NESA expects students to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task a zero (0) mark will be recorded for that task. **A student must complete and submit a task even if it is to receive a zero mark to meet the greater than 50% minimum assessment requirement.** A student who does not complete a task may be seen to not be "applying themselves with diligence and sustained effort".

If a student fails to complete, and submit for marking assessment tasks worth more than 50% they will not have a mark awarded for that course. This may exclude students from the award of the HSC.

### ***Malpractice – Copying/Cheating***

A student found to have cheated, obtained outside assistance or of committing plagiarism will be awarded zero (0) marks and Parents or Guardians notified in accordance with the NESA integrity policy.

### ***Non-Serious Attempt***

Non-serious attempts may result in a zero (0) mark. Examples include the use of obscene language or diagrams, derogatory remarks etc., or the attempt being so poor, or so far below the student's normal quality of work, as to be considered non-serious. Non-serious attempts will be awarded with teacher and Head Teacher consultation.

## **Nimbin Central School Compressed Curriculum Assessment Policy**

### ***Examinations***

In many subjects Half Yearly and Trial HSC exams form part of the HSC assessment. The examination timetable will serve as notification for these tasks.

### ***Leave before time***

During an assessable task or an examination a student may not leave in the first hour of the exam or in the last half hour.

### ***Lateness for tasks***

A student who is late for an in-class task or formal examination without an adequate reason, as determined by the supervisor, will not be given extra time. Students arriving late for a HSC External Examination can be denied entry and will not be allocated extra time for lateness.

### ***Variation to an Assessment Schedule or Procedures***

Should there be any variation to the published assessment schedule staff will attempt to give students two weeks written notice. Schedules will only be changed after negotiation with the Head Teacher.

### ***Confidentiality***

Schools are not able to disclose to students their final assessment mark.



## REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE (HSC)

Before you can receive an HSC in any subject, your Principal must certify that you have **satisfactorily** completed a course of study in that subject. What this means is:

1. You must make a satisfactory effort in all your studies, i.e. apply yourself with diligence and sustained effort.
2. You must have achieved some or all of the syllabus outcomes.
3. You must have completed the course requirements in terms of practical, oral and project works, i.e. have followed the course.
4. You must have completed more than 50% of the available assessment task marks for each subject.

You must also sit for and make a genuine attempt in the HSC examination in that subject.

### Attendance

While the NESA does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. Absences will be regarded seriously by the Principal who will give students early warning of the consequences of such absences.

### Completion of Assessment Tasks

Students must be deemed not to have satisfactorily completed a course if there is sufficient evidence of failure to make **a genuine attempt** at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted otherwise the Principal will indicate that the course has not been satisfactorily completed.

**You should attempt every Assessment Task set in each course which you are studying.** Failure to attempt a task by the due date may result in a **score of zero** for that task, depending on the reason and documentation available to support the reason. Failure to complete tasks where the marks total more than 50% of the total Assessment Mark for a subject will result in the student not being permitted to sit for that subject at the HSC.

## **Nimbin Central School Compressed Curriculum Assessment Policy**

### ***Repeat Students***

Students who are repeating HSC courses will be assessed only on Assessment Tasks completed in the repeat year.

### ***Students Transferring Schools***

Students who transfer to Nimbin Central School from other schools before the half yearly exams will be assessed using the available tasks completed at this school and the teacher's professional judgement. As assessment is a rank within the course in this school, ranking from other schools are of little significance.

### ***Subjects Studied Through External Agencies***

Each of these organisations will provide their own assessment schedule to the student where applicable.

### ***Subjects Studied With an Outside Tutor***

The school will submit assessment marks, endorsed by the Principal, for students studying courses with an outside tutor. When AMEB music is taught outside the school, assessment marks are not required.

### ***Students Who Accumulate the HSC***

Students who gain approval to accumulate the HSC, will receive the Preliminary and HSC Assessment information each relevant year.

## **All My Own Work (AMOW)**

All My Own Work (AMOW) is a plagiarism and academic integrity unit constructed by NESA that MUST be completed by ALL students attempting Preliminary or HSC courses within an academic year. AMOW reminds students of their responsibilities when gaining and communicating information from a primary or secondary source and includes information on referencing and the consequences of academic misconduct in Stage 6.

All Stage 6 students at Nimbin Central School need to complete AMOW before their registration for Preliminary and HSC courses can be finalised, which must occur usually within the first four weeks of the school year.

AMOW must be completed at school under the supervision of a staff member.

## **“N” ASSESSMENTS**

Students who do not make a genuine attempt to adequately complete the course may be awarded an “N” assessment in that subject.

If a student is in danger of receiving an “N” assessment the KLA will inform the student by interview and confirm with a letter home. This will be done in time for the student to redeem his/her position.

The Deputy Principal will attempt to conference with students who are in danger of receiving an “N” Award in any subject. They will offer the student support and guidance on strategies that should enable the student to improve his/her performance.

For any other issues not covered by this policy, the appropriate procedures as outlined in the Assessment, Certification and Examination Manual (NESA) will apply.

## Sample notification of an Official Warning

Date:

**Student's Name:**

Dear *(Parent/Caregiver)*

**Re: Official Warning – Non-completion of a Higher School Certificate/Preliminary Course**

I am writing to advise that *(Student Name)* is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course *(Subject)*.

The New South Wales Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the *(Warning Number)* official warning we have issued concerning *(Subject)*.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. 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.

To date, *(Student Name)* has not satisfactorily met *(a, b or c)* of the Course Completion Criteria.

#### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

**followed** the course developed 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.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for *(Student Name)* to satisfy Course Completion Criteria, the tasks, requirements or outcomes need to be satisfactorily completed and/or achieved.

| Task Name, Course requirement/Outcome | Date Initially Due | Action Required by student | Revised date due |
|---------------------------------------|--------------------|----------------------------|------------------|
| <i>(Task 1)</i>                       | <i>(date 1)</i>    | <i>(action 1)</i>          | <i>(due 1)</i>   |
| <i>(Task 2)</i>                       | <i>(date 2)</i>    | <i>(action 2)</i>          | <i>(due 2)</i>   |
| <i>(Task 3)</i>                       | <i>(date 3)</i>    | <i>(action 3)</i>          | <i>(due 3)</i>   |

Please discuss this matter with *(Student Name)* and contact the school if further information or clarification is needed.

Yours sincerely

Teacher

Principal

✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----

*Please detach this section and return to the school*

### **Requirements for the Satisfactory Completion of a Higher School Certificate Course**

- I have received the letter dated *(Date)* indicating that *(Student Name)* is in danger of not having satisfactorily completed *(Subject)*.
- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make *(Student Name)* ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature.....Date.....

Student's signature.....Date.....

#### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

**followed** the course developed 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.

## RESPONSIBILITIES OF STUDENTS

1. **Complete all Tasks**  
It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).
2. **Complete Tasks in a Timely Manner**  
Students are expected to work on tasks from time issued to ensure ready for submission on due date.
3. **Clashes**  
It is your responsibility to let your teacher know if there is a clash, such as several tasks due on the same day or a compulsory excursion on the same day as an assessment task.
4. **Absence from Tasks**  
It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so.
5. **NESA Requirements**  
Familiarise yourself with the NESA requirements for the satisfactory completion of courses and for satisfactory attendance (and stick to them).
6. **Assessment Schedule**  
Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.
7. **Assessment Policy**  
Be aware of the assessment policy and procedures.
8. **Illness/Misadventure**  
If there is a last minute incident, which is likely to affect a student's performance, the student can submit an illness/misadventure appeal by:
  - ◆ Informing the Deputy Principal and/or the NESA contact before the exam begins (or during the exam if illness sets in late).
  - ◆ Completing an appeal form within three days of the date of the exam (see the Deputy Principal and/or the NESA contact).

**NO LATE APPEALS FOR ILLNESS/MISADVENTURE WILL BE CONSIDERED**
9. **Advice**  
It is your responsibility to seek advice from the Deputy Principal and/or the NESA contact if there is a problem which has not been resolved satisfactorily within a course.

***To be fair to everyone, the rules have to be followed.***

# STUDENT APPEAL FORM

**CATEGORY** *(please tick one)*

- ☐ **Appeal due to illness, accident or misadventure**
- ☐ **Extension request**



## 1. Student Information

|  |               |
|--|---------------|
| <b>Name:</b>                               | <b>Year:</b>  |
| <b>Course:</b>                             | <b>Task:</b>  |
| <b>Completion/Scheduled Date:</b> __/__/__ | <b>Class:</b> |
| <b>Teacher Name:</b>                       |               |

**Reason for Appeal/Extension Request:** [State details to support your case (or attach statement)]

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**Class Teacher is aware of the Application**      Yes ☐      No ☐

**Medical Certificate is attached**      Yes ☐      No ☐

|                                      |                               |   |                               |
|--------------------------------------|-------------------------------|---|-------------------------------|
| _____<br><i>Signature of Student</i> | ____/____/____<br><i>Date</i> | _____<br><i>Signature of Parent/Caregiver</i> | ____/____/____<br><i>Date</i> |
|--------------------------------------|-------------------------------|---|-------------------------------|

## 2. Head Teacher

**Head Teacher's Recommendation:** \_\_\_\_\_

\_\_\_\_\_  
*Signature of Head Teacher*      \_\_\_\_/\_\_\_\_/\_\_\_\_  
*Date*

### Recommendation:

- ☐ **No marks to be awarded**
- ☐ **Sit or submit the task without penalty**
- ☐ **Complete an alternative task**
- ☐ **Task to be submitted with penalty**
- ☐ **No extension granted**
- ☐ **Estimate to be given**
- ☐ **Approve an extension without penalty**

**Reason for decision:** \_\_\_\_\_

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**New Due Date:** \_\_\_\_\_

## 3. Principal

|  |                               |
|--|-------------------------------|
| _____<br><i>Signature of Principal</i> | ____/____/____<br><i>Date</i> |
|--|-------------------------------|

# APPEALS AGAINST ASSESSMENT TASK DETERMINATION

## RATIONALE

At times, students appeal against the determination made by a Head Teacher if a task is late, not attempted or the student is found to have cheated. In these circumstances the school will use this policy.

## AIMS

- a) outline efficient, effective and objective procedures for reviewing these appeals
- b) clarify the roles of those involved.

## IMPLEMENTATION

1. Appeals need to be lodged in writing within one (1) week of the date the determination was received.
2. The school will provide support in preparing an appeal if approached.
3. Appeals meeting these conditions will be reviewed within two (2) weeks of being received.
4. The review will focus on whether the determination conforms to school policy as advertised.
5. Provided the review panel is satisfied these conditions have been met, no change to the determination will be made.
6. The panel will provide the appellant with written notification of the result of the review within one week of the review.
7. The panel will consist of the NESA Co-ordinator and the Deputy Principal.

## RESPONSIBILITIES

1. **Appellant**  
To lodge an appeal in writing with the relevant Head Teacher within one (1) week of receiving the determination being appealed against, stating all reasons to be considered by the review panel.
2. **Head Teacher**  
  
To inform the NESA Co-ordinator of the appeal on the day it is received.  
To provide the NESA Co-ordinator with copies of the appeal and the original written notice of the determination together with any other relevant documentation at the time of notification.
3. **NESA Coordinator**
  - ◆ To form the review panel.
  - ◆ To ensure the panel meets within two weeks of the receipt of the appeal in the school.
  - ◆ To notify the appellant and the relevant Head Teacher of the result of the review in writing within one week of the review.



**APPEAL AGAINST ASSESSMENT TASK DETERMINATIONS****Students Name:**.....**Course:**.....**Date of Assessment Task:**.....**Nature of Task:**.....  
(test, essay, practical, etc.)**Reason for Appeal:**

.....

.....

.....

.....

.....

.....

**Signed:**.....**Dated:**.....**Date received by NESA Co-ordinator:**.....**Date of Review:**.....**Date of Notification:**.....

## REQUEST FOR REVIEW OF FINAL HSC ASSESSMENT RANKING

The Principal

CANDIDATES NAME:.....

CANDIDATES NUMBER:.....

SUBJECTS AND UNITS:.....

HOME ADDRESS:.....

Phone No:.....

I formally request a review of my Higher School Certificate Assessment ranking in the following subject/s:

.....

I am aware that a School Review Committee will check that:

- (i) the procedures used to determine the final assessment ranking in this subject conform with this subject's stated assessment program;
- (ii) the weightings specified in the subject's assessment program conform with the NESA subject requirements;
- (iii) there are no computational or clerical errors in the determination of an assessment mark or ranking.

I am further aware that a School Review or a Board Review will not change an assignment mark, an examination result or a mark arrived at as a professional opinion by a teacher, and that the Review will take place only if my Request for Review is based on one of the three official grounds listed above.

I understand that the School Review Committee will notify me of the results of this request three days after this Request for Review notice is received at the school and I then have the option of further appealing to the NESA. The second official Appeal document must be received at Nimbin Central School.

I understand that the time schedule for the submission and processing of Reviews and Appeals is very tight and consequently I advised the Principal by telephone at

.....am/pm on..... of my intention to post, fax or

(time) (date)

deliver in person this formal Request for School Review.

I request a Review for the following reasons:

.....

.....

.....

.....

.....

CANDIDATES SIGNATURE:..... DATE:.....

# Compressed Curriculum

# Assessment Schedules

## Nimbin Central School - Stage 6 Assessment Schedule 2018-2019

### PRELIMINARY

| T. 1 WEEK 1  | T.1 WEEK2   | T.1 WEEK 3   | T.1 WEEK 4   | T. 1 WEEK 5   | T. 1 WEEK 6   |
|--|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>English Extension 1</li> </ul>                                  | <ul style="list-style-type: none"> <li>Visual Art</li> <li>Industrial Technology</li> <li>English Standard</li> <li>English Advanced</li> </ul> | <ul style="list-style-type: none"> <li>Physics</li> <li>Work Studies</li> </ul>                      | <ul style="list-style-type: none"> <li>Visual Art</li> </ul> | <ul style="list-style-type: none"> <li>Textiles</li> <li>Society &amp; Culture</li> <li>Earth &amp; Environmental Science</li> </ul>  | <ul style="list-style-type: none"> <li>English Standard</li> <li>English Advanced</li> <li>English Extension 1</li> </ul> |
| T. 1 WEEK 7  | T. 1 WEEK 8   | T. 1 WEEK 9  | T. 1 WEEK 10   | T. 1 WEEK 11 – EXAM WEEK  |   |
| <ul style="list-style-type: none"> <li>Industrial Technology</li> <li>Society &amp; Culture</li> </ul> | <ul style="list-style-type: none"> <li>Earth &amp; Environmental Science</li> <li>Work Studies</li> </ul>                                       | <ul style="list-style-type: none"> <li>Textiles</li> <li>Physics</li> <li>English Studies</li> </ul> | <ul style="list-style-type: none"> <li>Visual Art</li> </ul> | <ul style="list-style-type: none"> <li>Visual Art</li> <li>Textiles</li> <li>Physics</li> <li>Industrial Technology</li> <li>Society &amp; Culture</li> <li>Earth &amp; Environmental Science</li> <li>English Standard</li> <li>English Advanced</li> <li>English Extension 1</li> </ul> |   |

### HSC

| T. 2 WEEK 1  | T. 2 WEEK 2   | T. 2 WEEK 3   | T. 2 WEEK 4   | T. 2 WEEK 5  |
|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>Textiles</li> </ul>   | <ul style="list-style-type: none"> <li>Visual Art</li> <li>Industrial Technology</li> </ul> | <ul style="list-style-type: none"> <li>Textiles</li> <li>Society &amp; Culture</li> <li>Earth &amp; Environmental Science</li> </ul>                          |   | <ul style="list-style-type: none"> <li>English Studies</li> <li>English Standard</li> <li>English Advanced</li> <li>English Extension 1</li> <li>Physics</li> </ul>      |
| T. 2 WEEK 6  | T. 2 WEEK 7   | T. 2 WEEK 8   | T. 2 WEEK 9   | T. 2 WEEK 10   |
| <ul style="list-style-type: none"> <li>Society &amp; Culture</li> <li>Industrial Technology</li> </ul> | <ul style="list-style-type: none"> <li>Earth &amp; Environmental Science</li> </ul>         | <ul style="list-style-type: none"> <li>Visual Art</li> <li>Work Studies</li> </ul>  | <ul style="list-style-type: none"> <li>English Studies</li> </ul>   | <ul style="list-style-type: none"> <li>Physics</li> <li>English Standard</li> </ul>  |
| T. 3 WEEK 1  | T. 3 WEEK 2   | T. 3 WEEK 3   | T. 3 WEEK 4   | T. 3 WEEK 5  |
| <ul style="list-style-type: none"> <li>English Advanced</li> </ul>                                     |   |   | <ul style="list-style-type: none"> <li>Textiles</li> <li>Industrial Technology</li> <li>English Standard</li> </ul>   | <ul style="list-style-type: none"> <li>Society &amp; Culture</li> <li>Earth &amp; Environmental Science</li> <li>English Studies</li> <li>English Extension 1</li> </ul> |
| T. 3 WEEK 6  | T. 3 WEEK 7   | T. 3 WEEK 8 HSC TRIAL EXAMS   |   |  |
| <ul style="list-style-type: none"> <li>Visual Art</li> <li>Work Studies</li> </ul>                     | <ul style="list-style-type: none"> <li>Physics</li> <li>English Studies</li> </ul>          | <ul style="list-style-type: none"> <li>Visual Art</li> <li>Textiles</li> <li>Physics</li> <li>Industrial Technology</li> <li>Society &amp; Culture</li> </ul> | <ul style="list-style-type: none"> <li>Earth &amp; Environmental Science</li> <li>English Standard</li> <li>English Advanced</li> <li>English Extension 1</li> <li>Work Studies (not exam)</li> <li>English Studies (students who have chosen the ATAR course)</li> </ul> |  |

# COURSE ASSESSMENT SCHEDULES

## COMPRESSED PRELIMINARY AND HSC

2018/2019

**Subject: Preliminary English Advanced**  
**Teacher: Mr. Wheeler**

| Task number  | Task 1  | Task 2  | Task 3  |             |
|--|---|---|---|-------------|
| <b>Nature of task</b>  | <b>Portfolio and Reflection</b><br>Reading to Write | <b>Multimodal Presentation</b><br>Narratives that Shape our World | <b>Yearly Examination</b><br>Reading to Write<br>Critical Study of Literature |             |
| <b>Timing</b>  | <b>Term 1, Week 2</b>                               | <b>Term 1, Week 6</b>   | <b>Term 1, Week 10</b>  |             |
| <b>Outcomes assessed</b>   | EN11-3, EN11-5, EN11-9                              | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7                            | EN11-1, EN11-3, EN11-5, EN11-6, EN11-8  |             |
| Components   |   |   |   | Weighting % |
| Knowledge and understanding of course content  | 15  | 20  | 15  | <b>50</b>   |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20  | 15  | 15  | <b>50</b>   |
| <b>Total %</b>   | <b>35</b>   | <b>35</b>   | <b>30</b>   | <b>100</b>  |

**Subject: HSC English Advanced****Teacher: Mr. Wheeler**

| Task number  | Task 1   | Task 2   | Task 3   | Task 4   |            |
|--|--|--|--|--|------------|
| <b>Nature of task</b>  | <b>Analytical response using prescribed text and related material</b><br><br>Common Module - Texts and Human Experiences | <b>Multimodal presentation</b><br><br>Module A - Textual Conversations | <b>Imaginative text and reflection</b><br><br>Craft of Writing | <b>Trial HSC Examination</b><br><br>Common Module 5%<br>Module A 5%<br>Module B 15%<br>Module C 5% |            |
| <b>Timing</b>  | Term 2, Week 5   | Term 3, Week 1   | Term 3, Week 5   | Term 3, Week 8   |            |
| <b>Outcomes assessed</b>   | EA12-1, EA 12-2, EA12-3, EA12-5, EA12-6, EA12-7  | EA12-1, EA12-3, EA12-5, EA12-7, EA12-8, EA12-9                         | EA12-2, EA12-3, EA12-4, EA12-5, EA12-9                         | EA12-1, EA12-3, EA12-5, EA12-6, EA12-7   |            |
| Components   | Weighting %  |  |  |  |            |
| Knowledge and understanding of course content  | 10   | 15   | 10   | 15   | <b>50</b>  |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15   | 10   | 10   | 15   | <b>50</b>  |
| <b>Total %</b>   | <b>25</b>  | <b>25</b>  | <b>20</b>  | <b>30</b>  | <b>100</b> |

**Subject: Preliminary English Standard****Teacher: Mrs Wiblen**

| <b>Task number</b>   | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>  |                    |
|--|--|--|--|--------------------|
| <b>Nature of task</b>  | <b>Identity Portfolio and Reflection</b><br>Reading to Write | <b>Multimodal Presentation</b><br>Contemporary Possibilities | <b>Yearly Examination (Includes Module B)</b><br>Reading to Write<br>Close Study of Literature |                    |
| <b>Timing</b>  | <b>Term 1, Week 2</b>  | <b>Term 1, Week 6</b>  | <b>Term 1, Week 11</b>   |                    |
| <b>Outcomes assessed</b>   | EN11-3, EN11-5, EN11-9                                       | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7                       | EN11-1, EN11-3, EN11-5, EN11-6, EN11-8   |                    |
| <b>Components</b>  |  |  |  | <b>Weighting %</b> |
| Knowledge and understanding of course content  | 15   | 20   | 15   | <b>50</b>          |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20   | 15   | 15   | <b>50</b>          |
| <b>Total %</b>   | <b>35</b>  | <b>35</b>  | <b>30</b>  | <b>100</b>         |

**Subject: HSC English Standard****Teacher: Mrs. Wiblen**

| <b>Task number</b>   | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>   | <b>Task 4</b>  |                    |
|--|--|--|---|--|--------------------|
| <b>Nature of task</b>  | <b>Interview Transcript</b><br>Common Module - Texts and Human Experiences | <b>Extended Response</b><br>Module A: Language, Identity and Culture | <b>Imaginative Text / Creative Writing &amp; Reflection</b><br>Module C: Craft of Writing | <b>Trial HSC Examination Common Module</b><br>Common Module - Texts and Human Experiences<br><b>Module A</b> Language, Identity and Culture<br><b>Module B</b> Close Study of Literature |                    |
| <b>Timing</b>  | <b>Term 2, Week 5</b>  | <b>Term 2, Week 10</b>   | <b>Term 3, Week 4</b>   | <b>Term 3, Week 8</b>  |                    |
| <b>Outcomes assessed</b>   | EN12-1, EN12-3, EN12-5, EN12-6, EN12-7                                     | EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9                       | EN12-2, EN12-3, EN12-4, EN12-5, EN12-9  | EN12-1, EN12-3, EN12-5, EN12-6, EN12-7   |                    |
| <b>Components</b>  |  |  |   |  | <b>Weighting %</b> |
| Knowledge and understanding of course content  | 15   | 10   | 10  | 15   | <b>50</b>          |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10   | 15   | 15  | 10   | <b>50</b>          |
| <b>Total %</b>   | <b>25</b>  | <b>25</b>  | <b>25</b>   | <b>25</b>  | <b>100</b>         |



**Subject: Preliminary English Studies****Teacher: Mrs. Mitchell**

| <b>Task number</b>  | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>   |            |
|---|--|--|---|------------|
| <b>Nature of task</b>   | <b>Resume, Cover letter</b><br>Mandatory Module:<br>Achieving through<br>English | <b>Multimodal presentation</b><br>Elective Module:<br>Part of a Family | <b>Collection of classwork</b><br>All modules                 |            |
| <b>Timing</b>   | <b>Term 1, Week 9</b>  | <b>Term 2, Week 5</b>  | <b>Term 3, Week 9</b>   |            |
| <b>Outcomes assessed</b>  | ES11-1, ES11-4, ES11-5<br>ES11-6   | ES11-2, ES11-6, ES11-7,<br>ES11-8                                      | ES11-1, ES11-3, ES11-4,<br>ES11-5, ES11-7,<br>ES11-9, ES11-10 |            |
| <b>Components</b>   | <b>Weighting %</b>   |  |   |            |
| Knowledge and understanding of course content   | 15   | 15   | 20  | <b>50</b>  |
| Skills in:<br>• comprehending texts<br>• communicating ideas<br>• using language accurately,<br>appropriately and effectively | 15   | 15   | 20  | <b>50</b>  |
| <b>Total %</b>  | <b>30</b>  | <b>30</b>  | <b>40</b>   | <b>100</b> |

**Subject: HSC English Studies****Teacher: Mrs. Mitchell**

| Task number  | Task 1  | Task 2   | Task 3   | Task 4  |            |
|--|---|--|--|---|------------|
| <b>Nature of task</b>  | <b>Extended Response<br/>(including related material)</b><br>Common Module: Texts and Human Experiences | <b>Visual Representation and Spoken Annotations</b><br>Module A: We Are Australian | <b>Film Review</b><br>Module K- The Big Screen | <b>Collection of Classwork</b><br>Module G – Local Heroes |            |
| <b>Timing</b>  | Term 2, Week 5  | Term 2, Week 9   | Term 3, Week 5                                 | Term 3, Week 7  |            |
| <b>Outcomes assessed</b>   | ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-8  | ES12-3, ES12-5, ES12-6, ES12-7, ES12-9   | ES12-1, ES12-4, ES12-5, ES12-7, ES12-10        | ES12-2, ES12-3, ES12-6                                    |            |
| <b>Components</b>  | <b>Weighting %</b>  |  |  |   |            |
| Knowledge and understanding of course content  | 10  | 10   | 10   | 20  | <b>50</b>  |
| Skills in:<br>• comprehending texts<br>• communicating ideas<br>• using language accurately, appropriately and effectively | 10  | 10   | 10   | 20  | <b>50</b>  |
| <b>Total %</b>   | <b>20</b>   | <b>20</b>  | <b>20</b>                                      | <b>40</b>   | <b>100</b> |

**Subject: Preliminary English Extension One****Teacher: Mr. Wheeler**

| <b>Task number</b>   | <b>Task 1</b>                              | <b>Task 2</b>                          | <b>Task 3</b>                        |                    |
|--|--|--|--------------------------------------|--------------------|
| <b>Nature of task</b>  | <b>Imaginative response and reflection</b> | <b>Multimodal Presentation</b>         | <b>Yearly Examination</b>            |                    |
| <b>Timing</b>  | <b>Term 1, Week 1</b>                      | <b>Term 1, Week 6</b>                  | <b>Term 1, Week 11</b>               |                    |
| <b>Outcomes assessed</b>   | EE11-2, EE11-3, EE11-6                     | EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | EE11-1, EE11-2, EE11-3, EE-4, EE11-5 |                    |
| <b>Components</b>  |  |  |                                      | <b>Weighting %</b> |
| Knowledge and understanding of course content  | 15   | 20                                     | 15                                   | <b>50</b>          |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20   | 15                                     | 15                                   | <b>50</b>          |
| <b>Total %</b>   | <b>35</b>                                  | <b>35</b>                              | <b>30</b>                            | <b>100</b>         |

**Subject: HSC English Extension One****Teacher: Mr. Wheeler**

| <b>Task Number</b>   | <b>Task 1</b>                              | <b>Task 2</b>                              | <b>Task 3</b>                  |                    |
|--|--|--|--------------------------------|--------------------|
| <b>Nature of task</b>  | <b>Imaginative response and reflection</b> | <b>Critical response with related text</b> | <b>Trial HSC Examination</b>   |                    |
| <b>Timing</b>  | Term 2, Week 5                             | Term 3, Week 5                             | Term 3, Week 8                 |                    |
|  | EE12-2, EE12-4, EE12-5                     | EE12-1, EE12-2, EE12-3, EE12-4             | EE12-2, EE12-3, EE12-4, EE12-5 |                    |
| <b>Component</b>   |  |  |                                | <b>Weighting %</b> |
| Knowledge and Understanding of texts and why they are valued | 15   | 20   | 15                             | <b>50</b>          |
| Skills in complex analysis composition and investigation     | 15   | 20   | 15                             | <b>50</b>          |
| <b>Total %</b>   | <b>30</b>                                  | <b>40</b>                                  | <b>30</b>                      | <b>100</b>         |

**Subject: Preliminary Society and Culture****Teacher: Mr. Shaw**

| Outcomes                     | Term-Week         | Task   | Weighting % |
|------------------------------|-------------------|--|-------------|
| P3, P6, P7, P8, P9, P10, P11 | Term1<br>Week 5   | Content Analysis<br>Assignment                   | 30%         |
| P1, P2, P3, P10              | Term 1<br>Week 7  | Intercultural<br>Communication<br>Interview Task | 30%         |
| P1, P4, P5, P9, P10          | Term 1<br>Week 11 | Final Preliminary<br>Exam                        | 40%         |
| <b>TOTAL</b>                 |                   |  | <b>100%</b> |

**Subject: HSC Society and Culture****Teacher: Mr. Shaw*****Internal Assessment***

| Outcomes                    | Term-Week        | Task                             | Weighting % |
|-----------------------------|------------------|----------------------------------|-------------|
| H8, H9, H7/10, H11          | Term 2<br>Week 3 | PIP Oral Task<br>Progress report | 10%         |
| H2, H3, H4, H6, H7, H8, H10 | Term2<br>Week 6  | Depth Study<br>Assessment Task 1 | 30%         |
| H2, H3, H4, H6, H7, H8, H10 | Term 3<br>Week 5 | Depth Study<br>Assessment Task 2 | 30%         |
| H1, H3, H5, H9, H10         | Term 3<br>Week 8 | Trial HSC Exam                   | 30%         |
| <b>TOTAL</b>                |                  |                                  | <b>100%</b> |

***External Assessment***

| External Examination  |         | Mark/Weighting |
|---|---------|----------------|
| <b>Written examination – Section 1 – Core</b>   |         |                |
| Objective response questions  |         | 8%             |
| Short-answer questions  |         | 12%            |
| <b>Section 2 – Depth Studies</b>  |         |                |
| Students answer two questions on separate depth studies, each of two parts (worth 5 & 15 marks) |         | 40%            |
| <b>Personal Interest Project</b>  | Due TBA | 40%            |
|   |         | <b>100%</b>    |

**Subject: Preliminary Industrial Technology - Auto**  
**Teacher: Mr. Kovac**

| Task number  | Task 1                            | Task 2                                   | Task 3                       |            |
|--|-----------------------------------|--|------------------------------|------------|
| <b>Nature of task</b>  | <b>Planning and Communication</b> | <b>Preliminary Project</b>               | <b>Yearly Examination</b>    |            |
| <b>Timing</b>  | Term 1, Week 2                    | Term 1, Week 6                           | Term 1, Week 11              |            |
| <b>Outcomes assessed</b>   | P3.1, P3.3, P5.1, P5.2            | P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2 | P1.1, P1.2, P2.1, P6.1, P7.1 |            |
| Components   | Weighting %                       |  |                              |            |
| Knowledge and understanding of course content                                    | 10                                | 10                                       | 20                           | <b>40</b>  |
| Knowledge and skills in the management, communication and production of projects | 10                                | 30                                       | 20                           | <b>60</b>  |
| <b>Total %</b>   | <b>20</b>                         | <b>40</b>                                | <b>40</b>                    | <b>100</b> |

**Subject: HSC Industrial Technology - Auto**  
**Teacher: Mr. Kovac**

| Task number   | Task 1                                     | Task 2                             | Task 3                                   | Task 4   |            |
|---|--|------------------------------------|--|--|------------|
| <b>Nature of tasks</b>  | <b>Designing and Planning Presentation</b> | <b>Industry Study</b>              | <b>Trial Examination</b>                 | <b>Project Development and Management Report</b> |            |
| <b>Timing</b>   | Term 2, Week 2                             | Term 2, Week 6                     | Term 3, Week 8                           | Term 3, Week 4                                   |            |
| <b>Outcomes assessed</b>  | H3.1, H3.2, H3.3, H5.1                     | H1.1, H1.2, H6.1, H6.2, H7.1, H7.2 | H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1 | H2.1, H3.3, H4.1, H5.1, H5.2, H6.2               |            |
| Component   | Weighting %                                |                                    |  |  |            |
| Knowledge and understanding of course content   | 5  | 5                                  | 20                                       | 10   | <b>40</b>  |
| Knowledge and skills in the design, management, communication and production of a major project | 15   | 15                                 | 10                                       | 20   | <b>60</b>  |
| <b>Total %</b>  | <b>20</b>                                  | <b>20</b>                          | <b>30</b>                                | <b>30</b>  | <b>100</b> |

**Subject: Preliminary Textiles and Design**  
**Teacher: Ms. Harland**

**ASSESSMENT WEIGHTING**

| Component  | Weighting                          | Tasks   |
|--|------------------------------------|---|
| Design   | 40%                                | Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.  |
| <b>Outcomes</b>  | P1.1, P1.2, P2.1, P2.2, P2.3, P4.1 |   |
| Properties & Performance of Textiles                       | 50%                                | The ability to apply knowledge and understanding of the properties and performance of textiles to the design, development and manufacture of textile items. |
| <b>Outcomes</b>  | P2.1, P2.2, P2.3, P3.1, P3.2, P4.1 |   |
| Australian Textile, Clothing, Footwear & Allied Industries | 10%                                | Knowledge and understanding of the Australian Textile, Clothing, Footwear and Allied Industries within the global context.                                  |
| <b>Outcomes</b>  | P4.1, P5.1, P5.2, P6.1, P3.1, P3.2 |   |

| Syllabus components, weightings and related outcome                        | Task 1: Project 1<br>Outcomes:P1.1, P1.2, P2.1, P2.2, P2.3, P4.1<br>Date - Term 1: Week 5 | Task 2: Project 2<br>Outcomes:P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P5.2<br>Date - Term 1: Week 9 | Task 3: Preliminary exam<br>Outcomes:P1.1, P1.2, P3.1, P3.2, P5.1, P6.1<br>Date - Term 1: Week 11 |
|--|---|---|---|
| <b>Design:</b> 40%<br>P1.1, 1.2, 2.1, 2.2, 2.3, 4.1                        | 30.00%  | 10%   |   |
| <b>Properties &amp; performance:</b> 50%<br>P2.1, 2.2, 2.3, 3.1, 3.2, 4.1, | 15.00%  | 25.00%  | 10%   |
| <b>ATCFAI:</b> 10%<br>P5.1, 5.2, 6.1                                       |   | Case Study 5.00%  | Research Task 5%  |
| Total 100%   | 45.00%  | 40.00%  | 15.00%  |

**Subject: HSC Textiles and Design**  
**Teacher: Ms. Harland**

**ASSESSMENT WEIGHTING**

| Component  | Weighting                             | Tasks  |
|--|---------------------------------------|--|
| a) Australian Textile, Clothing, Footwear & Allied Industries AND<br>b) Properties & Performance of Textiles | 50%                                   | Knowledge and understanding of textiles and the textile industry which includes:<br>a) Examination of the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context along with an investigation of the range of career option within - and...<br>b) The ability to apply knowledge and understanding of the properties and performance of textiles to the design, development and manufacture of textile items. |
| <b>Outcomes</b>  | P4.1, P5.1, P5.2, P6.1 and P3.1, P3.2 |  |
| Design   | 50%                                   | Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.   |
| <b>Outcomes</b>  | P1.1, P1.2, P2.1, P2.2, P2.3          |  |

| Syllabus components, weightings and related outcome                         | Task 1: MTP presentation<br>Outcomes: H1.2, H2.1, H4.1<br>Date - Term 2: Week 1 | Task 2: In-class report<br>Outcomes: H3.1, H5.1, H5.2, H6.1<br>Date - Term 2: Week 3 | Task 3: MTP diary<br>Outcomes: H1.1, H2.2, H2.3<br>Date - Term 3: Week 4 | Task 4: Trial Exam<br>Outcomes: H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1<br>Date - Term 3: Week 8 |
|---|---|--|--|---|
| Major textiles project: 50%<br>H1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 6.1 | 20.00%  |  | 30.00%   |   |
| Design: 20%<br>H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 6.1                           | 5.00%   | 5.00%  |  | 10.00%  |
| Properties & performance: 20%<br>H3.1, 3.2, 4.1, 4.2                        |   | 10.00%   |  | 10.00%  |
| ATCFAl: 10%<br>H5.1, 5.2, 6.1   |   | 5.00%  |  | 5.00%   |
| Total 100%  | 25.00%  | 20.00%   | 30.00%   | 25.00%  |



**Subject: Preliminary Visual Arts**

**Teacher: Ms. Piaf Thorpe**

**ASSESSMENT WEIGHTING**

| Component                     | Weighting     | Tasks   |
|-------------------------------|---------------|---|
| Art-making                    | 50%           | The development of a Body of Work (BOW) and a demonstrated use of a Visual Arts Process Diary   |
| <b>Outcomes</b>               | <b>P1-P6</b>  |   |
| Art Criticism and Art History | 50%           | Case Studies, Structured Essays and Exams for interpretative investigations of art practice, frames orientation and the conceptual framework of Art, Artist, Audience and World |
| <b>Outcomes</b>               | <b>P7-P10</b> |   |

**ASSESSMENT SCHEDULE**

|   |                                 | Term 1<br>2019  | Term 1<br>2019   | Term 1<br>2019   | Term 1<br>2019            |
|---|---------------------------------|---|--|--|---------------------------|
| <b>Outcomes<br/>P1-P10</b>  | <b>Weighting<br/>(Syllabus)</b> | <b>Task 1A<br/>Week 2</b>                                 | <b>Task 1B<br/>Week 4</b>  | <b>Task 2<br/>Week 10</b>  | <b>Task 3<br/>Week 11</b> |
| <b>P1-P6<br/>Artmaking</b>  | <b>50%</b>                      | Drawing Experimentation<br>VAPD                           | Body of Work –<br>Synthesis Frames &<br>Practice<br><i>Primetime</i> | BOW<br>Conceptual<br>Framework – <i>Looking<br/>at Self-Portraiture</i><br>Conceptual Strength<br>& Resolution |                           |
| <b>Sub-Total</b>  |                                 | <b>10%</b>  | 15%  | 25%  |                           |
| <b>P7-P10<br/>Art<br/>Criticism<br/>&amp;<br/>Art<br/>History</b> | <b>50%</b>                      | Visual/<br>Verbal<br><br>Timeline Conceptual<br>Framework | Case Study –<br>Art Practice through the<br>Ages / structured essay  | Case Study –<br>Looking at<br>Portraiture –<br>subjective frame  | Yearly exam               |
| <b>Sub-Total</b>  |                                 | <b>15%</b>  | 10%  | 15%  | 10%                       |
| <b>TOTAL</b>  | <b>100%</b>                     | <b>25%</b>  | <b>25%</b>   | <b>20%</b>   | <b>10%</b>                |

**Subject: HSC Visual Arts**

**Teacher: Ms. Piaf Thorpe**

### ASSESSMENT WEIGHTING

| Component                            | Weighting    | Tasks   |
|--------------------------------------|--------------|---|
| <b>Art-making</b>                    | <b>50%</b>   | The development of a Body of Work (BOW) and the demonstrated use of a Visual Arts Process Diary (which includes aspects of the Conceptual Framework and Frames) |
| <b>Outcomes</b>                      | <b>H1-6</b>  |   |
| <b>Art Criticism and Art History</b> | <b>50%</b>   | Case Studies and Exams for interpretative investigations of Art Practice, Frames Orientation and the Conceptual Framework of Art, Artist, Audience and World    |
| <b>Outcomes</b>                      | <b>H7-10</b> |   |

### ASSESSMENT SCHEDULE

|   | <b>Week 2<br/>Term 2</b>           | <b>Week 8<br/>Term 2</b>   | <b>Week 6<br/>Term 3</b>   | <b>Week 8<br/>Term 3</b> |
|---|------------------------------------|----------------------------|--|--------------------------|
| <b>Outcomes<br/>H1-H10</b>                        | <b>Task 1</b>                      | <b>Task 2 A/B</b>          | <b>Task 3</b>  | <b>Task 4</b>            |
| <b>H1-H6<br/>Art-making</b>                       |                                    | Progress Check on BOW      | <b>BOW</b> - conceptual strength & meaning<br><br><b>BOW</b> – resolution<br><br>Diary documentation |                          |
| <b>50%</b>  |                                    | <b>10%</b>                 | <b>40%</b>   |                          |
|   |                                    |                            |  |                          |
| <b>H7-H10<br/>Art Criticism &amp; Art History</b> | Body of Work – Statement of Intent | Case Study - Postmodernism |  | Trial HSC Exam           |
| <b>50%</b>  | <b>15%</b>                         | <b>20%</b>                 |  | <b>15%</b>               |
| <b>100%</b>                                       | <b>15%</b>                         | <b>30%</b>                 | <b>40%</b>   | <b>15%</b>               |

**Subject: Preliminary Physics****Teacher: Mr. Gray**

| <b>Component</b>                        | <b>Task 1</b>   | <b>Task 2</b>  | <b>Task 3</b>   | <b>Weighting %</b> |
|---|---|--|---|--------------------|
|   | <b><u>Written Assignment</u></b>  | <b><u>Depth Study</u></b><br><b><u>Practical Portfolio</u></b>   | <b><u>Year 11 Examination</u></b>   |                    |
|   | <b>Module 1</b><br>Kinematics   | <b>Module 1</b><br>Kinematics<br><br><b>Module 2</b><br>Dynamics<br><br><b>Module 3</b><br>Waves<br>Thermodynamics | <b>Module 1</b><br>Kinematics<br><br><b>Module 2</b><br>Dynamics<br><br><b>Module 3</b><br>Waves and<br>Thermodynamics<br><br><b>Module 4</b><br>Electricity and<br>Magnetism |                    |
|   | <b>Term 1, Week 3<br/>2019</b>  | <b>Term 1, Week 9<br/>2019</b>   | <b>Term 1, Week 11<br/>2019</b>   |                    |
|   | <b>Outcomes Assessed</b><br><br>PH11/12-1<br>PH11/12-4<br>PH11/12-5<br>PH11/12-6<br>PH11/12-7<br>PH11-8 | <b>Outcomes Assessed</b><br><br>PH11/12-1<br>PH11/12-3<br>PH11/12-4<br>PH11/12-5<br>PH11/12-7<br>PH11-8<br>PH11-9  | <b>Outcomes Assessed</b><br><br>PH11/12-1<br>PH11/12-4<br>PH11/12-5<br>PH11/12-6<br>PH11/12-7<br>PH11-8<br>PH11-9<br>PH11-10<br>PH11-11                                       |                    |
| <b>Skills in Working Scientifically</b> | 20  | 30   | 10  | <b>60</b>          |
| <b>Knowledge and Understanding</b>      | 10  | 10   | 20  | <b>40</b>          |
| <b>Total %</b>                          | <b>30</b>   | <b>40</b>  | <b>30</b>   | <b>100</b>         |

**Subject: HSC Physics****Teacher: Mr. Gray**

| <b>Component</b>                        | <b>Task 1</b>   | <b>Task 2</b>  | <b>Task 3</b>   | <b>Task 4</b>  | <b>Weighting %</b> |
|---|---|--|---|--|--------------------|
|   | <u><b>Practical</b></u><br>Advanced Mechanics   | <u><b>Written Assignment</b></u><br>Electromagnetism                       | <u><b>Depth Study</b></u><br><u><b>Technology Review and Presentation</b></u><br>Emerging Technologies            | <u><b>Trial HSC Examination</b></u><br>Formal Exam   |                    |
|   | <b>Term 2, Week 5 2019</b>  | <b>Term 2, Week 10 2019</b>  | <b>Term 3, Week 7 2019</b>  | <b>Term 3, Week 8 2019</b>   |                    |
|   | <b>Outcomes assessed</b><br>PH11/12-2<br>PH11/12-3<br>PH11/12-5<br>PH11/12-6<br>PH12-12 | <b>Outcomes Assessed</b><br>PH11/12-1<br>PH11/12-5<br>PH11/12-7<br>PH12-13 | <b>Outcomes assessed</b><br>PH11/12-1<br>PH11/12-2<br>PH11/12-3<br>PH11/12-4<br>PH11/12-5<br>PH11/12-7<br>PH12-14 | <b>Outcomes assessed</b><br>PH11/12-2<br>PH11/12-4<br>PH11/12-5<br>PH11/12-6<br>PH12-12<br>PH12-13<br>PH12-14<br>PH12-15 |                    |
| <b>Knowledge and Understanding</b>      | 5   | 10   | 10  | 15   | <b>40</b>          |
| <b>Skills in Working Scientifically</b> | 20  | 15   | 15  | 10   | <b>60</b>          |
| <b>Total %</b>                          | <b>25</b>   | <b>25</b>  | <b>25</b>   | <b>25</b>  | <b>100</b>         |

## Subject: Preliminary Earth and Environmental Science

Teacher: Mr. Neenan

|   | Task 1   | Task 2   | Task 3   |        |
|---|--|--|--|--------|
|   | Practical Report – Properties of Water   | Depth Study – Introduced Species Report  | End Preliminary Exam   |        |
| Date  | Term 1<br>Week 5   | Term 1<br>Week 8   | Term 1<br>Week 10  |        |
| Outcomes Assessed                           | <p><b>EES11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information</p> <p><b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>EES11/12-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p><b>EES11-10</b> describes the factors that influence how energy is transferred and transformed in the Earth's systems</p> | <p><b>EES11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation</p> <p><b>EES11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information</p> <p><b>EES11/12-5</b> analyses and evaluates primary and secondary data and information</p> <p><b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>EES11-11</b> describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes</p> | <p><b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>EES11-8</b> describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated</p> <p><b>EES11-9</b> describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries</p> <p><b>EES11-10</b> describes the factors that influence how energy is transferred and transformed in the Earth's systems</p> <p><b>EES11-11</b> describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes</p> | Totals |
| Weighting -Skills in working Scientifically | 20%  | 20%  | 20%  | 60%    |
| Weighting - Knowledge and understanding     | 10%  | 10%  | 20%  | 40%    |
| Total                                       | 30%  | 30%  | 40%  | 100%   |

## Subject: HSC Earth and Environmental Science

Teacher: Mr. Neenan

|  | Task 1   | Task 2   | Task 3   | Task 4   |        |
|--|--|--|--|--|--------|
|  | Plate Tectonic Supercycle Model  | Geological Natural Disaster Report   | Depth Study – Resource Management  | Trial HSC  |        |
| Date   | Term 2<br>Week 3   | Term 2<br>Week 7   | Term 3<br>Week 5   | Term 3<br>Week 8   |        |
| Outcomes Assessed                            | <b>EES11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information<br><b>EES11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media<br><b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose<br><b>EES12-12</b> describes and evaluates the models that show the structure and development of the Earth over its history | <b>EES11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media<br><b>EES11/12-5</b> analyses and evaluates primary and secondary data and information<br><b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose<br><b>EES12-13</b> describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems | <b>EES11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation<br><b>EES11/12-5</b> analyses and evaluates primary and secondary data and information<br><b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose<br><b>EES12-15</b> describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems | <b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose<br><b>EES12-12</b> describes and evaluates the models that show the structure and development of the Earth over its history<br><b>EES12-13</b> describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems<br><b>EES12-14</b> analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate<br><b>EES12-15</b> describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems | Totals |
| Weighting - Skills in working Scientifically | 15%  | 10%  | 20%  | 15%  | 60%    |
| Weighting - Knowledge and understanding      | 5%   | 10%  | 10%  | 15%  | 40%    |
| Total  | 20%  | 20%  | 30%  | 30%  | 100%   |

## Subject: Preliminary Work Studies

Teacher: Ms. Harland

| Component  | Task 1  | Task 2  | Task 3                                       | Weighting  |
|--|---|---|--|------------|
|  | Core: <i>My working life</i> Module 1:<br><i>In the workplace</i> ;<br>- Career Portfolio | Core: <i>My working life</i><br>- Career Plan | <i>Module 2: Preparing a job application</i> |            |
| <b>Date Due</b>  | Term 1, Week 3  | Term 1, Week 5                                | Term 1, Week 8                               |            |
| <b>Outcomes</b>  | 1, 2, 3, 4, 5, 6, 7, 8, 9   | 1, 2, 3, 4, 5, 6, 8                           | 1, 2, 3, 5, 6, 7                             |            |
| Knowledge and understanding of:<br>- work, the work environment and skills for employment<br>- employment options, career management, life planning and further education and training | 10  | 10  | 10   | <b>30</b>  |
| Skills:<br>- for success in the workplace<br>- in critically assessing personal and social influences on individuals and groups  | 30  | 20  | 20   | <b>70</b>  |
| <b>Marks</b>   | <b>40</b>   | <b>30</b>                                     | <b>30</b>                                    | <b>100</b> |

## Subject: HSC Work Studies

Teacher: Ms. Harland

| Component  | Task 1  | Task 2  | Task 3   | Task 4   | Weighting  |
|--|---|---|--|--|------------|
|  | Module 6: <i>Personal Finance</i><br>- Living on a budget | Module 5: <i>Managing work and life commitments</i><br>- Primary research and Written examination | Module 4: <i>Teamwork and Enterprise Skills</i><br>- Case study on enterprising people | Core, Modules 1-6, 7:<br>- Career Portfolio<br>Students present their final career portfolio, ready for transition |            |
| <b>Date Due</b>  | Term 2, Week 8  | Term 3, Week 6  | Term 3, Week 8   | Term 3, Week 7   |            |
| <b>Outcomes</b>  | 2, 3, 5, 7, 8, 9  | 1, 2, 3, 5, 6, 8, 9   | 2, 3, 5, 6, 7, 8, 9  | 1, 2, 3, 4, 5, 6, 7, 8, 9  |            |
| Knowledge and understanding of:<br>- work, the work environment and skills for employment<br>- employment options, career management, life planning and further education and training | 10  | 10  | 5  | 5  | <b>30</b>  |
| Skills:<br>- for success in the workplace<br>- in critically assessing personal and social influences on individuals and groups  | 10  | 20  | 20   | 20   | <b>70</b>  |
| <b>Marks</b>   | <b>20</b>   | <b>30</b>   | <b>25</b>  | <b>25</b>  | <b>100</b> |



## A 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.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

|                                  |   |
|----------------------------------|---|
| Account                          | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.                                  |
| Analyse                          | Identify components and the relationship between them; draw out and relate implications.  |
| Apply                            | Use, utilize, employ in a particular situation.   |
| Appreciate                       | Make a judgement about the value of   |
| Assess                           | Make a judgement 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<br>(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 relationship between things evident; provide why and/or how.  |
| Extract                          | Choose relevant and/or appropriate details.   |
| Extrapolate                      | Infer from what is known.   |
| Identify                         | Recognise and name.   |
| Interpret                        | Draw meaning from.  |
| Investigate                      | Plan, inquire into and draw conclusions about.  |
| Justify                          | Support an argument or conclusion.  |
| Outline                          | Sketch in general terms; indicate the main features of.   |
| Predict                          | Suggest what may happen based on available information.   |
| Propose                          | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.  |
| Recall                           | Present remembered ideas, facts or experiences.   |
| Recommend                        | Provide reasons in favour.  |
| Recount                          | Retell a series of events.  |
| Summarise                        | Express, concisely, the relevant details.   |
| Synthesise                       | Putting together various elements to make a whole.  |

## PERSONAL STUDY AND ASSESSMENT PLANNERS

There is a year planner provided in this booklet and it is suggested that you put all relevant tasks on this planner **NOW** so that you can plan your time accordingly.

There is also a blank study timetable sheet and some hints on how to fill it in and use your time efficiently.

If you have any concerns regarding assessment, please don't hesitate to speak to your teacher, the Head Teacher or your Year Advisor.

## PERSONAL ASSESSMENT TASK PLANNER

| Term 4 2018 |      |          |           | Term 1 2019 |      |          |           |
|-------------|------|----------|-----------|-------------|------|----------|-----------|
| Week        | Task | Due Date | Handed In | Week        | Task | Due Date | Handed In |
| 1           |      |          |           | 1           |      |          |           |
| 2           |      |          |           | 2           |      |          |           |
| 3           |      |          |           | 3           |      |          |           |
| 4           |      |          |           | 4           |      |          |           |
| 5           |      |          |           | 5           |      |          |           |
| 6           |      |          |           | 6           |      |          |           |
| 7           |      |          |           | 7           |      |          |           |
| 8           |      |          |           | 8           |      |          |           |
| 9           |      |          |           | 9           |      |          |           |
| 10          |      |          |           | 10          |      |          |           |
| 11          |      |          |           | 11          |      |          |           |

| TERM 2 2019 |      |          |           | TERM 3 2019 |      |          |           |
|-------------|------|----------|-----------|-------------|------|----------|-----------|
| Week        | Task | Due Date | Handed In | Week        | Task | Due Date | Handed In |
| 1           |      |          |           | 1           |      |          |           |
| 2           |      |          |           | 2           |      |          |           |
| 3           |      |          |           | 3           |      |          |           |
| 4           |      |          |           | 4           |      |          |           |
| 5           |      |          |           | 5           |      |          |           |
| 6           |      |          |           | 6           |      |          |           |
| 7           |      |          |           | 7           |      |          |           |
| 8           |      |          |           | 8           |      |          |           |
| 9           |      |          |           | 9           |      |          |           |
| 10          |      |          |           | 10          |      |          |           |

## PERSONAL STUDY PLAN

### **It's Only a Matter of Time..... *and how well you use it!***

Basically, the more time you spend learning the better the learning. However, the way you use your time is important. Practising over a period of time is the best strategy.

An ideal learning pattern would involve:

- a) Immediate rehearsal within 20 minutes
- b) A test after a few minutes
- c) A review after the first hour
- d) A short review after an overnight rest, because sleep appears to reinforce memory
- e) A short review after a week
- f) A short review after a month

Such a schedule can maintain recall at up to 88% - four times better than the expected curve of forgetting. Individual lessons should have breaks, so that you give your brain a chance to relax.

## STUDY TIMETABLE

A Study Timetable allows you to get the most out of your time. It includes a balance of regular commitment, fun and study.

| Time          | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------------|--------|---------|-----------|----------|--------|----------|--------|
| Before School |        |         |           |          |        |          |        |
| 9:00 – 3:30   | School | School  | School    | School   | School |          |        |
| 3:30 – 4:00   |        |         |           |          |        |          |        |
| 4:00 – 5:00   |        |         |           |          |        |          |        |
| 5:00 – 6:00   |        |         |           |          |        |          |        |
| 6:00 – 7:00   |        |         |           |          |        |          |        |
| 7:00 – 8:00   |        |         |           |          |        |          |        |
| 8:00 – 9:00   |        |         |           |          |        |          |        |
| 9:00 – 10:00  |        |         |           |          |        |          |        |

## STUDY AT SCHOOL AND HOME

### Study at School

If you have any spare periods or study classes at school how well do you use this time? Use the following exercise as a means of assessing how well you use your spare or study periods. Answer YES or NO to the following questions.

|   |     |    |
|---|-----|----|
| Do you study in a quiet place?                  | YES | NO |
| Do you always work on a desk or table?          | YES | NO |
| Do you minimise the number of interruptions?    | YES | NO |
| Do you begin working immediately?               | YES | NO |
| Do you plan what work you will do?              | YES | NO |
| Do you generally think the time was well used?  | YES | NO |
| Do you constantly swap from subject to subject? | YES | NO |
| Do you seek help if you cannot complete a task  | YES | NO |

### Home Study Facilities

To be realistic about the effectiveness of your study at home, the facilities need to be adequate. Use the following exercise to assess your home study facilities. Respond YES or NO to the following questions about studying at home.

|   |     |    |
|---|-----|----|
| Do you study in a quiet place?                          | YES | NO |
| Is the lighting good?                                   | YES | NO |
| Is the chair you use comfortable?                       | YES | NO |
| Is the area at working temp., i.e. not too hot or cold? | YES | NO |
| Do you have all the equipment necessary for study?      | YES | NO |
| Do you always work at a desk or table?                  | YES | NO |
| Is your work place tidy, i.e. enough space to work?     | YES | NO |
| Do you minimise interruptions while studying?           | YES | NO |

What have you learned about your study at school and home study facilities?

.....

.....

.....

## DO I UNDERSTAND THE ASSESSMENT POLICY?

1. In order to qualify for any course at HSC level, I must:
  - Apply myself with ..... and ..... to study.
  - Complete assessment tasks worth more than.....% in each course.
  - Have completed course requirements in terms of ....., ..... and..... works.

2. Absences are a problem because:

.....

.....

3. To whom do I post a task?
4. What do you do if you can't get a task finished in the time given?
5. What do you do if it is IMPOSSIBLE to complete an assessment task?
6. What will happen if the school decides your reason for absence from/date submission of a task is not acceptable?
7. What can you do if you believe this decision (in 6 above) is unjust?
8. In what circumstances can you lodge an illness/misadventure appeal?
9. What feedback will you get from an assessment task?
10. Can you query the marking of an assessment task?
11. How do you know when an assessment task will occur?
12. What do you do if you have an unreasonable load of assessment tasks?
13. When do you need to do this?
14. What do you need to do if you will be absent when an assessment task is due?
15. I have received a copy of "Rules and Procedures for the 2017 HSC"

**Signed:**..... **Date:**.....