



2017 HSC Assessment Manual

Introduction

Dear Students,

This booklet aims to clearly outline St Joseph's Catholic High School's implementation of the BOSTES requirements regarding assessment. You and your parents/guardians should take time to read this document carefully as it contains important information of which you should be aware.

The booklet outlines the following:

1. The requirements for the attainment of a Higher School Certificate (HSC).
2. The requirements for the attainment of an ATAR.
3. The purpose and importance of Assessment.
4. St Joseph's Catholic High School's Policy on Assessment.
5. The Assessment Program for each subject/course.

School-based assessment is an important component in measuring and reporting student achievement in the HSC. The procedures and policies outlined aim to create a fair and just environment for all students so that no student is advantaged or disadvantaged by his/her actions or the actions of others.

Satisfactory completion of a HSC course of study requires students to apply themselves with "diligence and sustained effort" to all areas of the course. Students are reminded that their completion of all set work, including both assessment and non-assessment tasks, is important and essential to gain a full understanding of the subject being studied.

For wording of the course outcomes referred to in the Assessment Programs for each course, visit www.boardofstudies.nsw.edu.au or approach the relevant KLA Coordinator.

If any concerns or problems arise regarding assessment, please contact the Curriculum Coordinator, Mr Paul Hughes or the relevant KLA Coordinator at the time of the concern.

BOSTES Requirements for the Award of a Higher School Certificate

Satisfactory Completion of a Preliminary Course in Year 11

A student must satisfactorily complete a Preliminary Course before they can proceed to the HSC component of the Course.

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

- followed the course developed or endorsed by the BOSTES, Teaching and Educational Standards' (BOSTES)
- applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the School
- achieved some or all of the course outcomes.

A satisfactory attendance rate is considered essential but is not a final determining element for a student to adequately meet course requirements. Where a student's attendance rate impedes the demonstration of course outcomes, the classroom teacher in consultation with their KLA coordinator may advise that a student has not satisfactorily completed the course. Failure to satisfactorily complete a course will result in a student being given an 'N' (Unsatisfactory) determination for that course issued by the Principal. Courses that were not satisfactorily completed will be printed as such on a Student's Record of Achievement and the student will be ineligible for a Record of School Achievement (RoSA).

Satisfactory completion of Year 11 for the Award of a Record of School Achievement

Students must satisfactorily complete a Preliminary pattern of study comprising a minimum of 12 units in order to satisfy the Board's requirements for this credential.

Requirements for the Award of the Higher School Certificate (Year 12)


If you wish to be awarded the Higher School Certificate:

- you must have satisfactorily completed courses that meet the pattern of study required by the BOSTES Teaching and Educational Standards' (BOSTES) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units as your Preliminary pattern of study and a minimum of 10 units as your HSC pattern of study. Both the Preliminary pattern and the HSC pattern must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater

- at least four subjects.
- at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must satisfactorily complete a HSC pattern of study comprising a minimum of 10 Board Developed units.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

HIGHER SCHOOL CERTIFICATE

Record of Achievement



BOSTES
BOARD OF STUDIES
TEACHING & EDUCATIONAL
STANDARDS NSW


This is to certify that
Sample Student Name
of
Sample High School
has satisfactorily completed the courses listed below:

2014 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit Chemistry	73/100	76/100	75	4
2 unit Dance	85/100	85/100	85	5
2 unit English (Standard)	83/100	78/100	81	5
2 unit Mathematics	76/100	77/100	77	4
1 unit Mathematics Extension 1	34/50	31/50	33	E2
2 unit Personal Development, Health and Physical Education	83/100	79/100	81	5

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

HIGHER SCHOOL CERTIFICATE

Record of Achievement



BOSTES
BOARD OF STUDIES
TEACHING & EDUCATIONAL
STANDARDS NSW

This is to certify that
Sample Student
of
Sample High School
has satisfactorily completed courses listed below:

2013 Board Developed Courses (Preliminary)	Result
2 unit Biology	C
2 unit Chemistry	B
2 unit Dance	A
2 unit English (Standard)	B
2 unit Mathematics	B
1 unit Mathematics Extension	C
2 unit Personal Development, Health and Physical Education	A

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

Examination mark
Shows student performance in the HSC exam for that course. The exam is set and marked by BOSTES.

Assessment mark
For school-based assessments. Schools submit HSC assessment marks for every student in every course. BOSTES marks through a process of 'moderation' for fair comparison in each course across NSW schools.

HSC mark
A 50:50 combination of a student's exam mark and school-based assessment mark for each course.

Performance Band
HSC results are reported against standards remaining constant year to year so results in a course can be compared one year to the next. HSC marks for each course are divided into six bands, with 6 being the highest.

A result is shown for every completed Preliminary course. For most courses, the result is an A to E grade. Schools submit the grade based on the students' performance in the school assessment tasks. For VET or Life Skills courses a reference is made to other documentation.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is SEPARATE from the HSC. It is a number, calculated by the universities to assist them in selecting students to undertake further study at the tertiary level.

The ATAR is OPTIONAL. It is reported separately to the HSC and students not wishing to undertake further study at university do not have to apply for their ATAR.

The ATAR is calculated on a student's best 10 units of Board Developed Courses (Category A and 2 units of Category B courses) of study. It must include:

- at least two units of English
- at least three courses of two unit value
- at least four subjects
- at most six units of courses in Science
- at least six units from Board Developed Courses including at least two units in Board Developed Courses in English

How to Maximise your ATAR

If you follow the suggestions below you will give yourself the best chance of maximising your ATAR.

1. Your HSC Examination result and school assessment are combined to determine your HSC result. Maximise your performance in **all** assessment tasks to ensure the highest possible ranking in each course you undertake.
2. Make sure you have an appropriate range of courses and units when you begin your HSC pattern of study.
3. Regardless of what courses you are undertaking you are capable of a high ranking by performing to the highest possible standard.
4. Have a consistent approach to study and completion of all homework and course tasks. Prioritise your study plan and do not over commit yourself to other activities e.g. part-time work.

St Joseph's Catholic High School

Senior Assessment Policy – Stage 6

1. Broad Guidelines

School Assessment is used to provide a summative and informative measure of a student's achievement, based on a wider range of syllabus objectives than could be measured by a single external examination.

(a) **Assessment Strategies:**

Assessment Strategies are based on the course outcomes and weightings mandated by the BOSTES Teaching and Educational Standards' (BOSTES)

Whilst the nature of individual assessment tasks may vary widely between subjects, all tasks are designed to discriminate between students' achievements so that students are ranked appropriately and marks accurately reflect relative differences of achievement within the groups.

(b) **Number of Tasks:**

There needs to be a balance between obtaining sufficient information and not over testing. Three to five tasks are considered sufficient to accurately assess a student's level of achievement. This would be two or three for a 1 Unit course.

(c) **Minimum / Maximum Weighting:**

The minimum weighting of any Assessment Task will be 10%. The maximum weighting is determined on a course by course basis but generally is 40%. One task may assess several outcomes.

(d) **Task Submission Time:**

All assessment tasks due for submission on a particular day **must be submitted on the nominated day before 9am** (allowing for flexibility for justifiable reasons until before Period One), unless alternative arrangements have been made with the Class Teacher or KLA Coordinator. Work submitted otherwise will be deemed late. (see 7A.)

(e) **Examination Periods:**

Assessment Tasks, where practical, will not have a submission or completion date the week before or the week after major examination periods (i.e. the Half-Yearly and Yearly Examinations), unless no exam has been scheduled for that exam period in a particular subject.

(f) **Holiday Periods:**

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task. Long-term major projects are completed throughout the whole assigned time period.

Where possible assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

(g) **Illness/Misadventure:**

Assessment of student's performance in tasks will be based on the student's actual performance, not potential performance. Where a student feels that circumstances outside their control have affected or may affect their performance in an individual assessment task, they may complete an **Illness/Misadventure Form** requesting special consideration.

Illness/Misadventure Forms must be submitted prior to, on the day of the task or on the day of the students return to school as applicable. Forms must be obtained from and returned to the relevant KLA Coordinator with the required **WRITTEN DOCUMENTATION/MEDICAL CERTIFICATE** attached as applicable. (The illness and misadventure form has space provided for a medical practitioner's certification and can be found on the school's website).

Where the reason for the misadventure has been accepted, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate) a calculated mark based on the student's based on the student's cumulative rank may be used.

No greater than 40% of assessment can be claimed as illness and misadventure in the Higher School Certificate.

****NOTE:** In cases where the **KLA Coordinator** is unavailable, the Illness/Misadventure Form can be obtained from the **Curriculum Coordinator** or the **front office**.

2. Procedures to ensure students are adequately informed of Assessment Tasks

- (a) At the commencement of each calendar year, students will be given a detailed assessment outline for that course, which will include:
- the nature of each task
 - relative weightings of each task
 - how and when the task is to be submitted
 - the outcomes to be assessed.
- (b) To ensure students have adequate time to prepare for an assessment task, they will be informed in writing of all details pertaining to the task at least 10 school days before its due date, including:
- The scope of the Assessment Task
 - The form it will take
 - Proposed timing and duration
 - Specific details on how and when the task is to be submitted
 - The weighting allocated to the task

- The outcomes to be examined
- The marking criteria.

It is the responsibility of the KLA Coordinator and Class Teacher to ensure that all students receive relevant notification. However, students need to recognise that there is a shared responsibility in this area, and should make every effort to find out about work missed during their absence.

- (c) To ensure the integrity of the Assessment Task, any change of scheduled date must be discussed with the Curriculum Coordinator and all affected students must be notified in writing.

3. **How are students informed of their progress?**

In Year 12, student performance is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual assessment experiences as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

Specifically the advice will:

- Indicate the outcomes you have or have not attained
- Indicate your relative position (rank) within the course.

4. **Satisfactory completion of Course**

Students will be considered to have satisfactorily completed the subject being attempted if there is sufficient evidence that they have applied themselves with diligence and sustained effort to all set tasks; this includes both Assessment and Non-Assessment Tasks. They must also have achieved some or all of the course outcomes.

5. **Non-completion of Courses**

A student, who fails to make a genuine attempt to complete course work (through classwork and attendance in class) and/or who fails to complete formal and informal assessment tasks will be deemed as not satisfactorily completing the course.

If it appears that a student is at risk of not meeting the assessment or attendance requirements in a course, a warning will be given. In this case:

- The Curriculum Coordinator will be informed by the relevant KLA Coordinator
- The student will be advised, in writing, in time for the problem to be corrected
- The student is required to provide a written acknowledgment of the warning
- The warning notice will be copied and retained in the students file

- The student's parent(s) or guardian(s) will be advised.

A student who fails to satisfactorily complete a course will have neither a moderated assessment nor an examination mark awarded for that course. Instead, an "N" determination will be awarded.

This decision will be made the Senior Review Committee who will meet and discern the "N" determinations for students at risk. The committee is made up of the Curriculum Coordinator and two KLA Coordinators who are not linked to the faculties involved in the "N" determination process. The Principal will be advised of the committee's decision.

Students may appeal the decision with the Principal and/or the BOSTES.

6. Absences and Assessment Tasks

A. Absence on the day of completion/submission of an Assessment Task:

Students may lodge an appeal for special consideration/misadventure if circumstances occurring on the day of the task prohibit the student submitting or completing the task on that day; or, if they have been disadvantaged in the preparation of the assessment task due to factors beyond their control.

1. If a student knows in advance that they are to be absent on the day of the completion/submission of an assessment task, they must provide a **justifiable reason, in writing** to the relevant KLA Coordinator,

OR

2. If a student is absent due to illness on the day of the completion/submission of an assessment task, they must supply a **MEDICAL CERTIFICATE** on the day of his or her return to school to the relevant KLA Coordinator,

OR

3. If a student is absent due to misadventure, they must approach the relevant KLA Coordinator with a justifiable reason, supported by **written documentation** on the day of his or her return to school.

AND

In all of the above cases (1, 2 and 3) the student **MUST** also complete an **Illness/Misadventure Form** available from the relevant **KLA Coordinator**, the **Curriculum Coordinator** or the **front office**. The student must return this completed form along with the applicable documentation to the relevant KLA Coordinator, on **his/her next day** of return to school.

In cases where the KLA Coordinator is unavailable, these forms are to be returned to the **Curriculum Coordinator**.

The right to submit a **special consideration/misadventure appeal** and the responsibility to do so rests with the student unless it is impossible for the student to do so.

Failure to follow the procedure as outlined can result in a ZERO grade being awarded for that particular task or examination.

For the above circumstances, the Curriculum Coordinator may, in consultation with the relevant KLA Coordinator:

- (a) allow the student to complete the given task,
- (b) allow the student to complete a substitute task,
- (c) grant an extension of time,
- (d) or, in exceptional circumstances, a student may be given an estimate based on other appropriate evidence.

N.B. Any requirements may be waived at the discretion of the Principal.

B. Absence on the day of issue of an assessment task or during the time allocated to complete an Assessment Task

- If a student is absent due to illness, a **MEDICAL CERTIFICATE** must be presented to the **Curriculum Coordinator** who may apply options (a) to (d) above. This requirement may be waived at the discretion of the Principal.
- If the absence is due to misadventure, a student must approach the **Curriculum Coordinator** and provide a justifiable reason, supported by written documentation. The Curriculum Coordinator may apply options (a) to (d) above. This requirement may be waived at the discretion of the Principal.

C. Prolonged Absence (more than 5 school days)

For consideration to be given for extended absence, either due to illness or misadventure, application must be made, in writing, supported by relevant documentation, through the **Curriculum Coordinator**.

7. **Failure to Meet Assessment Requirements**

A. Late Submission of an Assessment Task

Late submission of an assessment task, not supported by a justifiable reason, will be awarded a **ZERO**. **All tasks are due before 9am** (allowing for flexibility for justifiable reasons until BEFORE period one) on the date of submission unless other arrangements have been made by the Class Teacher or KLA Coordinator.

B. Non-genuine Attempt at an Assessment Task

If a student does not make a **genuine attempt** in an Assessment Task, a **ZERO** mark will be awarded. A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task.

C. Malpractice

Plagiarism and/or cheating in an Assessment Task will be deemed **MALPRACTICE** and the student will receive a **ZERO** mark. Whilst collaboration between students will occur in regard to take-home tasks, it is an expectation that each student's Assessment Task will be distinctly individual. Two or more Assessment Tasks that are identical, or nearly identical, will be regarded as a single task and the mark will be ZERO for each student. Where it is established that one student copied from another, this will be regarded as plagiarism and the student who copied will receive ZERO.

The award of a **ZERO** mark indicates a non-genuine attempt and contributes towards non-completion of the course. (see Point 5)

D. Computer Difficulties

Students cannot sight computer error for lateness of assignments. It is expected that, in extreme cases of computer malfunction, students will have copies of notes to demonstrate the development and progress of their work. Rules pertaining to the late submission of an assessment task will apply in these situations. Unless specified, assignments are not to be emailed — it is the student's responsibility to make sure that a hard copy of the assignment is handed in by the due date and time. Assessment rules for late assignments will apply.

E. Invalid or unreliable task

In the event of a task being deemed invalid or unreliable, that is it doesn't assess what is intended, it fails to provide an equitable opportunity for all students to achieve at their potential or is administered incorrectly the task will be made void.

This may result in a reduction to the weighting assigned to the task an additional alternate task being conducted at a time that is appropriate to all students (with sufficient notice). If rescheduling is not possible the assessment task may have be removed from the assessment schedule or a new task conducted in its place.

8. **Student Appeals Process**

Students have the right to appeal the decision of a KLA Coordinator in relation to any individual task. This includes the award of a ZERO mark, or, if a student feels that he or she has a justifiable reason for not performing in that task. However, **there can be no appeal against a teacher's judgement of a student's performance on a particular task.**

All appeals over an individual task must be resolved **at the time the task is returned.**

- i) The student must discuss the matter with the relevant teacher/KLA Coordinator upon completion of the task, or, immediately upon returning to school following the absence.
- ii) An Assessment Appeal Form must be handed to the Curriculum Coordinator **within three school days** of the Assessment Task or, in the case of absence, upon returning to school.
- iii) The student will be invited to meet with the Appeals Panel to explain their case.
- iv) The Appeals Panel will consist of:
 - 1) The Principal (or his nominated representative)
 - 2) The Curriculum Coordinator
 - 3) Two independent KLA Coordinators.

The Appeals Panel will be convened within 5 school days of receiving an Appeal.

- v) The Appeals Panel will inform the student in writing of the outcome of their Appeal within 5 school days of the Panel meeting.
- vi) All decisions of the Appeals Panel will be final.

A student has the right of appeal to the BOSTES Teaching and Educational Standards' (BOSTES) against their final ranking in a subject. However, the Board will only accept Appeals on the basis of whether or not:

- (a) The weightings specified by the school in its assessment program conform to BOSTES Teaching and Educational Standards' (BOSTES) requirements
- (b) The procedures used by the school in determining a student's final mark conform to the school's stated program
- (c) There are computational or other clerical errors in the determination of the Assessment Mark.

There can be no Appeal to the BOSTES Teaching and Educational Standards' (BOSTES) against a teacher's judgement of a student's performance on a particular task. This must be dealt with at the school level at the time of return of an Assessment Task.



Disability Provisions

The BOSTES has specifically developed the Disability Provisions program to assist students in completing the Higher School Certificate and St Joseph's Catholic High school incorporates this policy into its own.

Policy

The Board may approve disability provisions for the Higher School Certificate. If a student has a special need that would, in a normal examination situation, prevent him or her from:

- (a) reading the examination questions; and/or
- (b) communicating his or her responses.

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

Disability Provisions

Disability provisions are granted to provide students who have special examination needs with practical support in the Higher School Certificate Examinations.

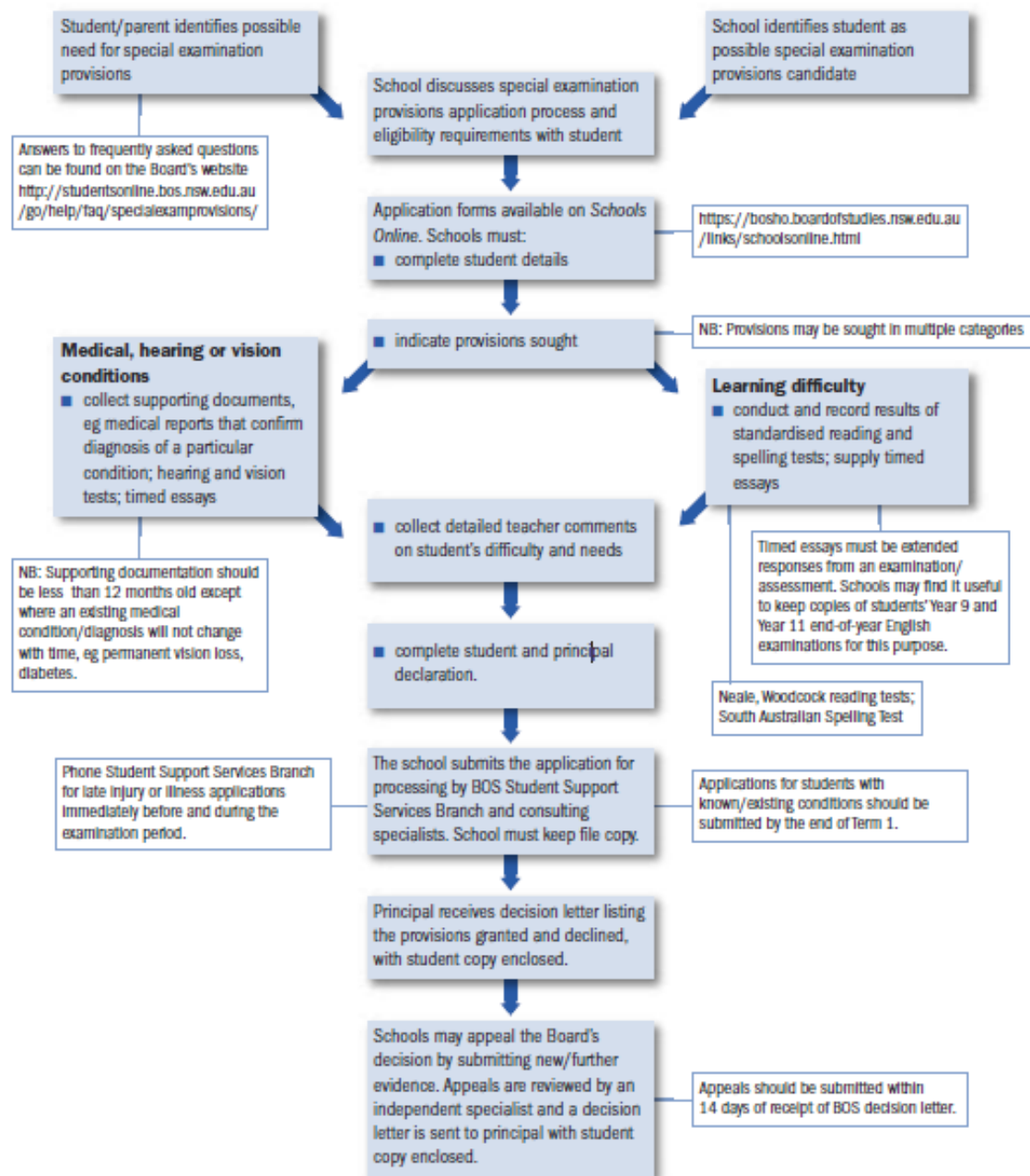
Regardless of the nature of the disability, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation.

Provisions may include braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Where a student has a condition that may or may not manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration unless they experience a deterioration or variation in their condition during the actual examinations.

How To Apply for HSC Disability Provisions



The above flowchart has been taken from the BOSTES site:

<http://www.boardofstudies.nsw.edu.au/special-provisions/guidance.html>

Subject Assessment Information

St. Joseph's Catholic High School

Ancient History HSC Course 2017

Components (syllabus)	Weighting (syllabus)	Task 1 Source Based Analysis Term 4, 2016 Week 9	Task 2 Half Yearly Examination Term 1 2016 Exam Block	Task 3 Research Task with an in class component Term 2, 2016 Week 8	Task 4 Trial HSC Term 3 2016 Exam Block
Outcomes		H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2	H1.1, H1.2, H 2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2
Knowledge and Understanding of course content	40	10	10	10	10
Sources based skills: analysis, synthesis and evaluation of historical information	20	10	5		5
Historical inquiry and research	20	5		15	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Marks	100	30	20	30	20

St. Joseph's Catholic High School

Biology HSC Course 2017

	Components (syllabus)	Weighting	Task 1 First-hand investigation and report Term 4, 2016 Week 8	Task 2 Half Yearly Examination Term 1 Week 9-10	Task 3 Skills Open Book Assessment Term 2 Week 7	Task 4 HSC Trial Examination Term 3 Week 3-4
Outcomes			H6, H11, H12, H13, H14	H1, H2, H3, H4, H6, H7, H12, H13	H2, H6, H8, H9, H10, H11, H12, H13, H14, H15	H1-H16
	Knowledge and Understanding ⁱ	40	5	10	5	20
	Skills in planning and conducting first- hand investigations ⁱⁱ	30	15		15	
	Skills in communicating and problem solving ⁱⁱⁱ	30	5	10	5	10
Marks		100	25	20	25	30

St. Joseph's Catholic High School

Business Studies HSC Course 2017

Components (syllabus)	Weighting (syllabus)	Task 1 Marketing Research Task Term 4 Week 10	Task 2 Financial Stimulus Task Term 1, 2017 Week 9	Task 3 In-class Examination Term 2	Task 4 Trial HSC Examination Term 3, 2017
Outcomes		H2, H4, H5, H9, H10	H5, H8, H9, H10	H1-H10	H1 - H10
Knowledge and Understanding of course content	40	10	10	5	15
Stimulus-based skills	20		10	5	5
Inquiry and research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20	5	5		10
Marks	100	25	25	20	30

St. Joseph's Catholic High School

Catholic Studies HSC Course 2017

	Components (syllabus)	Weighting (syllabus)	Task 1 Knowledge Term 4, 2016	Task 2 Research Term 2, 2017 Week 8	Task 3 End of Course Examination Term 3, 2017
Outcomes			D6-3:1-5	B6-3:1-5	B6-3:1-5 C6-1:1-5 D6-3:1-5
	Research	20		20	
	Knowledge	30	15		15
Marks		50	15	20	15

St Joseph's Catholic High School

Chemistry HSC Course 2017

	Components	Weighting	Task 1 Research & Practical Skills Term 4, 2016 Week 9	Task 2 Half Yearly Examination Term 1 , 2017 Week 9-10	Task 3 First-hand Investigation and Report Term 2, 2017 Week 9-10	Task 4 HSC Trial Examination Term 3, 2017
Outcomes			H1, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H16	H1, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H16	H1, H2, H3, H4, H6, H7, H8, H9, H10, H11, H12, H13, H14, H16	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H12, H13, H14, H15, H16
	Knowledge and Understanding ^{iv}	40	5	10	5	20
	Skills in planning and conducting first-hand investigations ^v	30	10		20	
	Skills in communicating and problem solving ^{vi}	30	5	10	5	10
Marks		100	20	20	30	30

St Joseph's Catholic High School

Community and Family Studies

HSC Course 2017

	Components	Weighting	Task 1 IRP Term 4, 2016 Week 10	Task 2 Groups in Context Term 1, 2017 Week 10	Task 3 Parenting and Caring Term 2, 2017 Week 10	Task 4 Trial HSC Examination Term 3
Outcomes			H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1, H2.1, H2.2, H3.2, H5.1, H5.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2
	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> • resource management • positive relationships • range of societal factors • nature of groups, families and communities 	40		10	10	20
	Skills in: <ul style="list-style-type: none"> • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing 	25	5	5	10	5
	Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35	15	10	5	5
Marks		100	20	25	25	30

St. Joseph's Catholic High School

Design & Technology HSC Course 2017

	Component Syllabus	Weight	Task 1 M.ment of MDP Week 8 Term 4 2016	Task 2 Innovation Study Week 6 Term 1 2017	Task 3 Total Project M. ment Week 7 Term 2 2017	Task 4 Trial HSC Examination Exam Period August 2017
Outcomes			H1.1, H4.1, H4.2, H4.3, H5.2, H6.1	H2.2, H3.1, H3.2, H6.2	H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2
	Knowledge and Skills Innovation and Emerging Technologies	40		25		15
	Designing & Producing	60	20		30	10
Marks		100	20	25	30	25

St. Joseph's Catholic High School

Drama

HSC Course 2017

	Components (Syllabus)	Weightings (Syllabus)	Task 1 Compulsory Area of Study Contemporary Australian Theatre Week 9 Term 4 2016	Task 2 Optional Area of Study Multi-Disciplinary Theatre Week 8 Term 1	Task 3 Drama Projects Group Devised Performance Individual Project Week 8 Term 2	Task 4 HSC Trial Exam Term 3 2017
Outcomes			H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4	H3.1, H3.2, H3.3, H3.4, H3.5
	Making	40	10	10	20	
	Performing	30	5	5	20	
	Critical Studying	30	2	5		20
Marks		100	20	20	40	20

St. Joseph's Catholic High School

Advanced English HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Module C Representation and Text Week 9 Term 4, 2016	Task 2 Module A Comparative Study of Text and Context Week 6 Term 1	Task 3 Area of Study 'Discovery' Week 4 Term 2	Task 4 Module B Critical Study of Text Week 2 Term 3	Task 5 Trial HSC Examination Term 3
Outcomes			H2, H3, H10	H1, h2, H2A, H5	H2, H7, H8, H11, H12, H13	H2A, H4, H6, H9	H1, H3, H6, H10, H11
	Common course Content Area of Study	40			30 Writing 10% V+R 5% Speaking 15%		10 Reading 10%
	Electives: Modules	60	15 Listening 10% Writing 5%	15 Viewing and Representing 10% Listening 5%		15 Reading 15%	15 Writing 15%
Marks		100	15	15	30	15	25

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Extension 1 English HSC Course 2017

	Components (Syllabus) Module B: Texts and Ways of Thinking	Weighting (Syllabus)	Task 1 Module B Essay Week 5 Term 1	Task 2 Module B Oral Presentation Week 4 Term 2	Task 3 Module B Trial HSC Examination Week 4 Term 3
Outcomes			H1, H2, H3	H2, H3, H4	H1, H2, H3
	Knowledge and Understanding ^{vii}	25	10	5	10
	Skills in: -Complex analysis -Sustained Investigation ^{viii}	25	5	15	5
Marks		50	15	20	15

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Extension 2 English HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Viva Voce Week 2 Term 1	Task 2 Report Week 2 Term 2	Task 3 Draft Version of Major Work Week 9 Term 2
Outcomes			H1	H1, H2	H1, H2
	Objective 1 - Skills in Independent Investigation	25	5	10	10
	Objective 2 - Skills in sustained composition	25	5	5	15
Marks		50	10	15	25

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Standard English HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Module C Texts and Society Week 9 Term 4, 2016	Task 2 Module A Experience through Language Week 6 Term 1	Task 3 Area of Study 'Discovery' Week 4 Term 2	Task 4 Module B Close Study of Text Week 8 Term 3	Task 5 Trial HSC Examination Term 3
Outcomes			H2, H5, H6, H7	H1, H2, H9	H2, H7, H8, H11, H12, H13	H3, H6, H10, H8	H1, H2, H3, H4, H6, H8, H10, H11
	Common course Content Area of Study	40			30 Writing 10% Speaking 15% Viewing and Representing 5%		10 Reading 10%
	Electives: Modules	60	15 Viewing and Representing 10% Writing 5%	15 Listening 10% Writing 5%		15 Reading 15%	15 Writing 15%
Marks		100	15	15	30	15	25

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English Studies HSC Course 2017

Components (Syllabus)	Weighting (Syllabus)	Task 1 We Are Australians Week 8 Term 4 2016	Task 2 Family Life Week 7 Term 1	Task 3 On the Road Week 6 Term 2	Task 4 Digital Worlds Week 4 Term 3
Outcomes		H1.1, H2.1, H3.1	H1.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	H1.1, H1.2, H1.4, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	H3.1, H3.2, H4.1, H4.2
Knowledge and Understanding	30			5	5
Skills in language modes	30		10	5	5
Using language accurately and appropriately	25	5		5	20
Working individually and collaboratively	15	10			
Marks	100	15	10	15	30

English Studies

HSC Assessment Schedule 2017

The components and weightings to be used are detailed below.

There is a balance between the assessments of:

- Knowledge and understanding outcomes and course content; and
- Skills, outcomes and content.

Component	Weighting
1. Students will develop knowledge and understanding of various forms of texts, exploring ideas and values of those texts and how language and other techniques are used to convey meaning.	30
2. Students will develop skills in reading, listening, viewing, writing, speaking and representing.	30
3. Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25
4. Students will develop skills in planning and working individually and collaboratively.	15
Marks	100

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Food Technology

HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Food Manufacture 30 Nov, 2016	Task 2 Food Product Development Term 1, 2017	Task 3 Contemporary Nutrition Issues Term 2, 2017	Task 4 Trial HSC Examination Term 3, 2017
Outcomes			H1.1, H4.2	H1.3, H4.2	H2.1, H3.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1
	Knowledge and understanding of Food Technology	20	5		5	10
	Skills in researching, analysing and communicating food issues	30	15	5	5	5
	Skills in experimenting with and preparing food by applying theoretical concepts	30		15	15	
	Skills in designing, implementing and evaluating solutions to food situations	20		10	5	5
Marks		100	20	30	30	20

St. Joseph's Catholic High School

Mathematics General 2 HSC Course 2017

General Mathematics is designed to promote the development of skills, knowledge and understanding in areas of mathematics that have direct application to the broad range of human activity. Students will learn to use a range of techniques and tools to develop solutions to a wide variety of problems related to their present needs and aspirations.

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Further Algebraic Skills Assignment/Test Term 4, 2016	Task 2 Half Yearly Examination End Term 1	Task 3 Topic Test Week 7 Term 2	Task 4 Trial HSC Examination Term 3
Outcomes			MG2H3 MG2H9 MG2H10	MGP1-MGP10 MG2H1-MG2H10	MG2H1-3 MG2H6-7 MG2H10	MGP1-MGP10 MG2H1-MG2H10
	Concepts, skills and techniques	50	5	10	15	20
	Reasoning and communication	50	5	15	10	20
Marks		100	10	25	25	40

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Industrial Technology HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Presentation of Project Ideas 21 Nov 2016	Task 2 Industry Report Term 1, 2017	Task 3 Skills Presentation Term 2, 2017	Task 4 Trial HSC Examination August 2017
Outcomes			H1.1, H1.2 H3.1, H3.2	H5.1, H5.2, H7.1	H2.1, H3.3, H4.1, H4.2, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
	Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of the manufacturing process and techniques through the design and production of a quality major project.	60	20	20	10	10
	Knowledge and understanding of the organisation and management of manufacturing processes and techniques used by the focus area industry.	40		10	10	20
Marks		100	20	30	20	30

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Italian Beginners

HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Understanding Texts Term 4, 2016	Task 2 Producing Texts and Interacting Term 1	Task 3 Understanding Texts and Interacting Term 2	Task 4 Listening, Reading, Writing & Speaking HSC Trial Examination Term 3
Outcomes			2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
	Listening Interacting & Understanding texts	30	10		10	10
	Reading Interacting & Understanding texts	30	10		10	10
	Speaking Interacting & Producing texts	20		5	5	10
	Writing Interacting & Producing texts	20		10		10
Marks		100	20	15	25	40

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Legal Studies HSC Course 2017

Components (Syllabus)	Weighting (Syllabus)	Task 1 Family Research Essay + in class component Term 4 Week 8 1 Dec 2016	Task 2 Workplace Research + in class Essay Term 1 Week 10	Task 3 Crime Stimulus Task Term 2 Week 9	Task 4 Trial HSC Examination Term 3
Outcomes		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1 to H10
Knowledge and Understanding of course content	60	10	20	5	25
Inquiry and Research	20	10		10	
Communication of Legal Studies information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	25	25	20	30

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Mathematics HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Open Book Test Term 4, 2016	Task 2 Half Yearly Examination End Term 1	Task 3 Topic Test Term 2	Task 4 Trial HSC Examination Term 3
Outcomes			P2, P4, P5, H9	H1-H9	H3-H6, H8, H9	P1-P8 H2-H9
	Concepts, skills and techniques	50	5	15	10	20
	Reasoning and communication	50	5	10	15	20
Marks		100	10	25	25	40

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Mathematics Extension 1 HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Open Book Exam Term 1 Week 5	Task 2 Half Yearly Examination End Term 1	Task 4 Trial HSC Examination Term 3
Outcomes			PE3, PE4 HE2, HE7	PE2-PE6 HE2, HE4, HE6, HE7	PE2-PE6 HE2-HE7
	Concepts, skills and techniques	50	15	20	20
	Reasoning and communication	50	10	15	20
Marks		100	25	35	40

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Mathematics Extension 2 HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 Open Book Exam Term 1 Week 6	Task 2 Half Yearly Examination End Term 1	Task 3 Topic Test Term Week 7	Task 4 Trial HSC Examination Term 3
Outcomes			E2, E3, E4, E9	E2, E3, E4, E6, E8, E9	E3, E7, E9	E2-E9
	Concepts, skills and techniques	50	5	15	10	20
	Reasoning and communication	50	10	10	15	15
Marks		100	15	25	25	35

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Modern History HSC Course 2017

Components (Syllabus)	Weighting (Syllabus)	Task 1 Source Analysis Term 4, 2016 Week 8	Task 2 Content Based Examination Term 1 Week 9	Task 3 Research Task Term 2 Week 7	Task 4 Trial HSC Examination Term 3
Outcomes		H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5 H4.1, H4.2	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5 H4.1, H4.2	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5 H4.1, H4.2	H1.1, H1.2, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2
Knowledge and Understanding of course content	40		10	10	20
Sources based skills: analysis, synthesis and evaluation of historical information	20	10	5		5
Historical inquiry and research	20		5	10	5
Communication of historical understanding in appropriate forms	20	10	5	5	
Marks	100	20	25	25	30

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Music HSC Course 2017

		Weighting (Syllabus)	Task 1 Term 1 Week 5	Task 2 Half Yearly Examination	Task 3 Term 2 Week 9	TASK 4 Term 3 Week 2	TASK 5 Trial HSC Examination
Outcomes			H1, H2, H5, H6, H7, H9, H10, H11	H2, H5, H4, H6, H7, H8 H10, H11	H3, H5, H7, H8 (H10, H11)	H1, H3, H4, H5, H6, H7	H1, H2, H3, H4, H5, H6, H7, H8 (H10, H11).
	PERFORMANCE Core	10	Performance Prac 10				
	COMPOSITION Core	10			Composition and Portfolio 10		
	MUSICOLOGY Core	10		Viva Voce and Portfolio 10			
	AURAL Core	25		Written Response 10			Written Response 15
	ELECTIVE	15				15 Elective	
	ELECTIVE	15					15
	ELECTIVE	15					15
Marks		100	10	20	10	15	45

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Personal Development, Health and Physical Education
HSC Course 2017

Component (Syllabus)	Weighting (Syllabus)	Task 1 Core 1: Health Priorities in Australia - Research Task Health Priority Issues Week 2 Term 1	Task 2 Half Yearly Examination Core 1 & Sports Medicine Week 10 Term 1	Task 3 Core 2: Factors Affecting Performance Week 7 Term 2	Task 4 Trial HSC Examination Term 3
Outcomes		H1 – H5, H14 – H16	H1-H5, H8 H13- H17	H7 – H11, H16, H17	H1 - H5, H7 - H11, H13 - H17
• Knowledge and Understanding of factors that affect health and the way the body moves	40	10	5	10	15
• Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	5	5	10	10
• Skills in critical thinking, research and analysis	30	10	5	5	10
Marks	100	25	15	25	35

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Photography Continuers 1 Unit
HSC Course 2017

Module	Task 1 WP3 Traditions, Conventions, Styles and Genres – Light and Shadows - Portraiture Term 4 Week 10 Term 1 Week 4	Task 2 WP6 Temporal Accounts A Moment in Time Term 3	Task 3 WP5 The Arranged Image Banal Term 3 Week 7
Outcomes	M1-6 CH1-5	M1-6	M1-6 CH1-5
Making	20	20	30
Critical / Historical	15		15
Marks	35	20	45

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Photography Beginners 1 Unit

HSC Course 2017

Module	Task 1	Task 2	Task 3
	WP1 Introduction to Wet Photography Term 4 Week 10, 2016 Term 1 Week 4	WP6 Temporal Accounts A Moment in Time Term 3	WP5 The Arranged Image Banal Term 3 Week 7
Outcomes	M1-6 CH1-5	M1-6	M1-6 CH1-5
Making	20	20	30
Critical / Historical	15		15
Marks	35	20	45

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Physics HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 First-Hand investigation and report Term 4, 2016 Week 8	Task 2 Half Yearly Examination Term 1 Week 9-10	Task 3 First-hand skills investigation Term 2 Week 8	Task 4 HSC Trial Examination Term 3 Week 3-4
Outcomes			H6, H7, H9, H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H13	H2, H7, H9, H10, H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16
	Knowledge and Understanding ^{ix}	40	5	10		25
	Skills in planning and conducting first-hand investigations ^x	30	10		20	
	Skills in communicating and problem solving ^{xi}	30	10	5	10	5
Marks		100	25	15	30	30

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Senior Science HSC Course 2017

	Components (Syllabus)	Weighting (Syllabus)	Task 1 First-hand investigation and report Term 4, 2016 Week 8	Task 2 Half-Yearly Examination Term 1 Week 9-10	Task 3 Skills Open Book Assessment Term 2 Week 9	Task 4 HSC Trial Examination Term 3 Week 3-4
Outcomes			H2, H5, H8, H11, H12, H13, H14, H15, H16	H1, H3, H4, H6, H7, H8, H9, H12, H13	H2, H8, H9, H10, H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16
	Knowledge and Understanding ^{xii}	40		15	5	20
	Skills in planning and conducting first-hand investigations ^{xiii}	30	20		10	
	Skills in communicating and problem solving ^{xiv}	30	5	5	10	10
Marks		100	25	20	25	30

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Society and Culture HSC Course 2017

Components (Syllabus)	Weighting (Syllabus)	Task 1 Annotated Bibliography Task + Proposal Term 4, 2016 Week 9	Task 2 Half Yearly Examination Term 1 Week 10-11	Task 3 Research Presentation Term 2 Week 1	Task 4 Trial HSC Examination Term 3 Exam Block
Outcomes		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	50	5	15	15	15
Application and evaluation of social and cultural research methods	30	5	5	10	10
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	15	25	30	30

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Studies of Religion I HSC Course 2017

Components (Syllabus)	Weighting (Syllabus)	Task 1 In class writing task “Religion and Belief Systems in Australia Post 1945: Week 10 Term 4, 2016	Task 2 Research on a religious tradition Week 8 Term 2, 2017	Task 3 Trial HSC Examination Term 3
Outcomes		H1, H3, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9
Knowledge and Understanding of course content	20	5	5	10
Source-based skills	10	5		5
Investigation and research	10		10	
Communication of information, ideas and issues in appropriate forms	10	5		5
Marks	50	15	15	20

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Studies of Religion II HSC Course 2017

Components (Syllabus)	Weighting (Syllabus)	Task 1 In class writing task "Religion and Belief Systems in Australia Post 1945: Week 10 Term 4, 2016	Task 2 Essay: Religion and Peace Week 5 Term 1, 2017	Task 3 Research on a Religious Tradition Week 8 Term 2, 2017	Task 4 Trial HSC Examination Term 3
Outcomes		H1, H3, H6, H7, H8, H9	H1, H2, H3, H4, H7, H8	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9
Knowledge and Understanding of course content	40	5	5	10	20
Source-based skills	20	5		5	10
Investigation and research	20		10	10	
Communication of information, ideas and issues in appropriate forms	20	5	5		10
Marks	100	15	20	25	40

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Visual Arts HSC Course 2017

	Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
			Half Yearly Examination Term 1 Week 9/10	Progress on BOW and VAPD Term 2 Week 2	Final Mark BOW and VAPD Term 3 Week 4	HSC Trial Examination Term 3 Weeks 3/4
Outcomes			H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
	Art Making	50		20 (BOW 10 VAPD 10)	30 (BOW 20 VAPD 10)	
	Art History and Art Criticism	50	25			25
Marks		100	25	20	30	25

Endnotes

Biology

i

- * The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues research and development in biology
- * Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution

ii

- * Planning and conducting first-hand investigations
- * Gathering and processing first-hand data
- * Gathering and processing relevant information from secondary sources

iii

- * Communicating information and understanding
- * Developing scientific thinking and problem-solving techniques
- * Working individually and in teams

Chemistry

iv

- * The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry
- * Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry

v

- * Planning and conducting first-hand investigations
- * Gathering and processing first-hand data
- * Gathering and processing relevant information from secondary sources

vi

- * Communicating information and understanding
- * Developing scientific thinking and problem-solving techniques
- * Working individually and in teams

English Extension 1

vii

- * Knowledge and understanding of complex texts and of how and why they are valued

viii

- * Complex analysis
- * sustained composition
- * independent investigation

Physics

ix

- * The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics
- * Kinematics and dynamics, energy, waves, fields and matter

x

- * Planning and conducting first-hand investigations
- * Gathering and processing first-hand data
- * Gathering and processing relevant information from secondary sources

xi

- * Communicating information and understanding
- * Developing scientific thinking and problem-solving techniques
- * Working individually and in teams

Senior Science

xii

- * the history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science.
- * The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy

Senior Science (continued)

xiii

- * Planning and conducting first-hand investigations
- * Gathering and processing first-hand data
- * Gathering and processing relevant information from secondary sources

xiv

- * Communicating information and understanding
- * Developing scientific thinking and problem-solving techniques
- * Working individually and in teams