



Year 11 HSC

**Assessment
Handbook**

2019

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ASSESSMENT IN THE SENIOR YEARS

The College has high expectations of all its students and strongly encourages every student to apply their best effort to all coursework, including assessment tasks. Students are encouraged to take responsibility for their own learning, monitor their own progress, and use a range of strategies to achieve their learning goals.

This booklet is issued to students commencing the Year 11 HSC course. It has been prepared to provide students and their parents with information on assessment for the Year 11 and Year 12 course. Every school is required by the NSW Education Standards Authority (NESA) to devise an assessment program for each Board Developed Course and Board Endorsed Course operating within the school. This assessment handbook provides students and parents with details of the planned *assessment of learning* for each course throughout the academic year. It contains the components of each course, the assessed outcomes and the weightings for each task planned. For consistency and ease of understanding, a common format has been used to present the assessment procedures for all courses offered at Taree Christian College. Courses offered externally by TAFE or Distance Education are assessed and reported separately by these organisations.

To assist students and parents in monitoring and planning, all assessment tasks are entered onto the College electronic assessment calendar. Students are encouraged to make sure they have access to this calendar through their electronic device. Any student having difficulty accessing this calendar should seek help from a teacher or the IT department.

YEAR 11 AND 12

The Higher School Certificate program is divided into two year long courses, Year 11 and Year 12. Satisfactory completion of Year 11 is a prerequisite for entry into Year 12. Year 11 and Year 12 syllabuses are structured into two approximately equal components (120 hours per year).

Year 11 courses are assessed according to the NSW Education Standards Authority (NESA) rules. Marks do not contribute to the HSC; however, grades are submitted to the NESA for the Record of School Achievement (RoSA). Students who intend to leave school before completing their HSC should notify the College of their intention and to request a RoSA. Students are responsible for downloading their own RoSA Certificate from the NESA website.

The change over from Year 11 to Year 12 takes place after completion of the Year 11 course and formal HSC assessment starts at this time, continuing to the completion of the HSC course. Formal *assessment of learning* to determine the Higher School Certificate Internal Assessment mark awarded by the school takes place only during the HSC course.

Satisfactory completion of the Year 11 Course in all subjects involves undertaking all listed assessment tasks to the required standard, as well as satisfactorily completing/attempting the set work in each course, homework, class work and assignments. Since assessment is progressive, each student should be able to determine his/her relative position in each subject group at any time throughout the course.

THE NATURE AND PURPOSE OF INTERNAL ASSESSMENT

Internal Assessment examines a student's ability in regard to specific outcomes in a course that cannot easily be evaluated with a formal examination. Internal Assessment may include tests, written assignments, practical activities, fieldwork and projects. This Internal Assessment rates a student's achievement over a wider range of outcomes that cannot be measured by a single Higher School Certificate examination. Since; however, some components can be tested by examination, in each subject a certain proportion of the assessment comes from the End-of-course Examinations.

The HSC Internal Assessment is a mark determined for each student, in each course, by the College. Formal assessment is conducted in relation to the HSC component only (except from Mathematics where a proportion of the Year 11 Course is also retested). The raw assessment mark students obtain in Internal Assessment is modified by NESA according to performance of all students at the College in the HSC examination for that course. The assessment rank in the course will not be altered by the modification process.

In Year 11 students may only have a maximum of three (3) assessment tasks per course.

HSC MINIMUM STANDARDS

A minimum standard of literacy and numeracy is required in order for students to receive the HSC from 2020. The NSW Government has introduced this change to ensure students have developed the literacy and numeracy skills required for life beyond school.

HSC students will need to meet the HSC minimum standard in three areas – reading, writing and numeracy.

Students will have the opportunity to demonstrate the HSC minimum standards by taking new, short online tests when they are ready in years 10, 11 or 12.

The standard is set at level three of the Australian Core Skills Framework (ACSF), which means students will have basic reading, writing and maths skills needed for everyday tasks after school.

The new HSC Minimum Standards only applies to students sitting HSC exams in 2020 and onwards.

EXTERNAL COURSES

Students undertaking courses offered by TAFE or Distance Education will not be assessed by the College. Information will be given directly to students by these organisations. The College will monitor progress of these students in their external courses, but will not report on progress.

REPORTING ACHIEVEMENT

Achievements in HSC Board Developed Courses are reported against standards that clearly describe the level of knowledge, skills and understanding achieved.

NESA requires all schools to provide assessment marks for each student in each course. These marks comprise half the final result in the HSC.

The school's Internal Assessment marks for each group of students in each course will be adjusted by NESA according to how well the group performs in the external examination. This moderation process ensures relativity between courses and between schools, so that no school's assessments are comparatively too high or too low. Moderation preserves the rank order of the school's assessments for each course, and the relative differences between students.

An HSC result comprises of the following:

- An assessment mark derived from the mark submitted by the school and produced in accordance with NESA requirements for the internal assessment program
- An examination mark derived from the HSC external examination
- An HSC mark, which is the average of the assessment mark and the examination mark
- A performance band, determined by the HSC mark

The moderated assessment mark and HSC examination mark will be averaged to give a composite HSC mark. The HSC mark will not be scaled to fit a predetermined distribution. It will be awarded on an achievement scale from 0 – 100, with all students who achieve the minimum standard awarded at least 50.

For Board Endorsed courses, internal assessment mark out of 100 will be generated at school level from the range of tasks in the assessment schedule. This mark is given to NESA for inclusion in the HSC. The mark is not moderated, nor is it used in any calculation of the ATAR.

TAFE Vocational Educational & Training (TVET) Board Endorsed Courses

Most TVET Board Endorsed Courses are not examined by NESA. The results reported on the HSC Record of Achievement are the assessment marks reported by TAFE. These marks count towards an HSC but may not be included in the calculation of the Australian Tertiary Admissions Rank (ATAR). Some TVET courses have optional HSC Examinations, which allow the subject to count towards an ATAR.

COMPLETION OF COURSE REQUIREMENTS

To complete a course satisfactorily, the Principal must certify that a student has fulfilled all requirements of the syllabus, for example: assignments, practical work, homework and participation in class.

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

- Followed the course developed or endorsed by NESA;
- Applied themselves with DILIGENCE and SUSTAINED EFFORT to the set assessment tasks and experiences provided by the school;
- Achieved some or all of the course outcomes.

EXAMINATIONS AND REPORTS

One formal examination period will be held in both each of the Year 11 and Year 12 years.

Year 11 course - End-of-course Exam (Wk 8/9 Term 3)

Year 12 course - Trial HSC Exam (Wk 2/3 Term 3)

School reports will be published to the portal following these examinations.

In each course, an assessment rank is given of the overall assessment and the exam rank will be shown on the End-of-course Report.

NESA has laid down assessment guidelines to be followed by all schools. For a copy of the College Assessment and Reporting Policy, please speak to the Director of Studies. The remainder of this Handbook outlines the responsibility of both the College and students as they undertake the Year 11 and HSC course.

NON-COMPLETION OF ASSESSMENT TASKS

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates throughout the course. All submitted tasks are to be handed in by the **LATEST SUBMISSION TIME (LST)** (*by the time specified*) to the teacher. For tasks completed in the classroom, attendance on the day (and for the whole day) the assessment task is to be undertaken is essential. **STUDENTS MUST MAKE THEMSELVES AWARE** of dates set out for designated tasks in this assessment booklet.

- i. If a student is unable to complete any assessment task by the LST, he or she may hand it in unfinished and receive marks according to the quality of the work completed. In this case the student may be allowed an extension of time, only granted by the Director of Studies if the circumstances warrant it.
- ii. If; however, the student (a) does not hand in any evidence of work by the LST, or (b) is absent for an assessment task, HE/SHE WILL AUTOMATICALLY BE AWARDED ZERO.

In either (ii) (a) or (b) above, the student may appeal to the Director of Studies ***within one week following the specified due date for the task or on return to school after an absence***. If an appeal is not lodged under these conditions then the awarded mark will stand.

Illness

If a student is unable to attend an in-class assessment task due to illness, the College is to be notified on the day of the task so provisions can be made for the student to sit the task at another time. The illness/misadventure form along with any appropriate support documents (ie medical certificate) are to be provided to the Director of Studies upon the student's return to school. If a student is ill leading up to the deadline for a hand in assessment task and they wish to seek an extension, then they must speak to the Director of Studies at least 48 hours prior to the task deadline so a fair course of action can be determined. A medical certificate will need to be provided for an extension to be granted due to illness.

Misadventure

If a student is unable to attend an in-class task or hand in a task on the day that it is due for a reason other than illness, then it may be considered misadventure. The Director of Studies is to be notified on the day of the task or as soon as is practicable so provisions can be made for the student to sit the task at another time. It is at the discretion of the Director of Studies to determine whether the reason for absence is valid and whether alternative arrangements are appropriate. Misadventure refers to events that are out of your control that have prevented you from completing the task and/or attending school. Examples of misadventure are family tragedy, car accident, flood etc.

The Illness/Misadventure/Extension/Appeal form is available from the Director of Studies office, the College website or can be copied from the appendix at the rear of this handbook.

ABSENCE THE DAY BEFORE AN ASSESSMENT TASK

Students must attend school on the day prior to the due date of an assessment task or examination. If a student is absent, a medical certificate must be presented to the Director of Studies upon their return to school. A consequence is issued to students who breach this rule to act as a disincentive to students who may seek to gain an advantage over their peers. Any absences for reasons other than medical are considered misadventure and will be dealt with according to the misadventure guidelines. Tasks due on a Monday are excluded from this rule as it is deemed all students have the same time advantage on the weekend.

N AWARD WARNING

In the case where a student fails to meet course requirements (as stated on page 4 of this handbook), the teacher will advise the relevant KLA coordinator of the need to issue an *N Award Warning*. This warning is designed to indicate to the student that they are in danger of not completing the course, of which may have consequences on their successful completion of the course. Up to three N Award Warnings can be issued in a course before the Principal will decide if a student is to be issued an N Determination.

Any student who receives an N Award Warning will be issued a letter which is to be signed by a parent or carer and returned to the Director of Studies to be kept on the student's file.

ASSESSMENT APPEALS

Appeals must be lodged with the Director of Studies using the prescribed school form. Copies are located in the Director of Studies office, the College website or can be copied from the appendix of this assessment booklet. Should the Director of Studies not grant an extension, the appeal will be referred to an Assessment Appeals Panel which will consist of the Head of Secondary, Director of Studies and College Principal. After considering the reasons for appeal the panel will decide whether:

- a. To grant an extension of time for the assessment task without penalty
- b. To permit a substitute assessment task to be set
- c. To confirm the mark, zero or otherwise, which the class teacher has already given
- d. To give an estimate based on other evidence (not examinations)

The Director of Studies will inform the student of the result of their appeal and maintain a file of all appeal forms lodged.

Notes

- a. There is no ground for appeal against the value of the mark awarded
- b. Medical certificates are required to cover absences through illness
- c. NESAs guidelines for illness and misadventure shall form the basis for determination of appeals
- d. If work is done on computer, hand written notes/draft printouts should be kept as proof of the work in progress in the event of a malfunction and as proof of 'All My Own Work'
- e. Students should **NOT ASSUME** that an extension will be granted
- f. Students may be asked to complete a substitute task
- g. Students may not take time off school/class to complete an assessment task. The school may take action against a student who does so, including disciplinary action. Students are NOT to be absent the day before a task is due without medical proof [i.e. a doctor's certificate]

MALPRACTICE

Allegations of malpractice, cheating in examinations or plagiarism in essays, for example, are to be treated with utmost seriousness. They should be reported immediately to the Director of Studies. In consultations with the examination supervisor and the subject teacher, a mark of zero will be awarded if the allegation is proved.

Malpractice during tests or examinations is:

- Breaching the test/examination rules
- Acquiring unauthorised copies of the test before the test time/date
- Copying the work of others
- Taking unauthorised material into the test and/or using it during the test
- Assisting another student to engage in malpractice is also a form of malpractice
- Plagiarism is another form of malpractice

The College is obliged to record any instances of malpractice in an HSC course on the NESA Malpractice Register.

ALL MY OWN WORK

The *All My Own Work* program is designed to help Higher School Certificate students follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. The program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

- Scholarship
- Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

Students undertake the *All My Own Work* program before commencing the Year 11 Course. It is the responsibility of students to demonstrate that any work completed in assessment tasks or examinations is their own.

BOARD REQUIREMENT ON COMPLETION OF ASSESMENT TASKS

Students studying the Year 11 or Year 12 course must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a student does not attempt tasks worth in excess of 50%, the Principal must indicate that the course has not been satisfactorily completed by the student receiving an N award for that subject. Failure to complete 10 units would make a student ineligible for the award of the Higher School Certificate.

HSC ASSESSMENT REVIEWS

After the HSC external examinations, NESA Students Online website will provide each student with their assessment rank order within each of the courses offered at the College. Students rank order is calculated from their assessment results in each of the courses studied.

If a student feels that their rank order is incorrect, they may request from the Principal a Rank Order Sheet for each of their courses. If they feel that their placement in any course is not correct, they may apply to the Principal for a review/appeal.

The Assessment Review Panel within this College consists of the Head of Secondary, the Director of Studies, the teacher of subject concerned and the College Principal. The Panel will notify the student of the review outcome in writing.

Students are not entitled to seek a review of the teachers' judgements. An assessment review will relate only to the order of merit, and should focus on the school's procedures as follows:

- (i) Has the school followed NESA specified weightings in its assessment program?
- (ii) Have the assessment procedures been followed as detailed by the school?
- (iii) Has a computational or clerical error occurred?

Under NO circumstances will an appeal be undertaken after the release of the HSC results.

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is automatically sent to all students who register with UAC and pay the annual fee. The ATAR will inform students of their relative positions within the overall ranking of all HSC candidates and will be the basis of admission to tertiary courses. The ATAR is determined using data supplied from the NESA by the Universities Admissions Centre (UAC).

Calculating the ATAR from the HSC

The ATAR is a number (not a mark) that indicates a student's position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example indicates that students with that ATAR have performed in the HSC better than 80 percent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR. The ATAR is calculated by the universities and is released by UAC. To be eligible for an ATAR, students must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

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

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- Best two units of English and
- Best eight units from the remaining units. No more than two units of Category B courses can be included

The ATAR and HSC marks

ATAR calculation is a complex process that begins with scaling the raw HSC marks and ends with ranking students among entire cohorts.

Scaling is the first step in calculating the ATAR and scaled marks (not HSC marks) are used in the ATAR Calculation. Scaling is necessary because HSC students take all kinds of difference courses, and scaling allows courses to be compared fairly. The same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal. In the same way that an exchange rate can be used to compare currency in different countries, scaling can be used to compare marks in different courses.

It is not valid to compare the ATAR numbers with NESA marks as recorded on the Higher School Certificate. NESA, when calculating the marks for each course does not attempt to relate marks for different courses to a common scale. Therefore adding together the marks for different courses on the printed certificate is meaningless.

Much of the information on this page regarding the ATAR was taken directly from www.uac.edu.au on 1/2/15.

SUMMARY

The College has aimed to present this information clearly for students and parents. Naturally you need to be very conversant with NESA procedures, and with the Assessment and Reporting policy of Taree Christian College. It is essential that the appropriate course assessment details be read thoroughly on each assessment task notification sheet. For any questions of enquires on assessment policy, contact the Director of Studies.

I wish you all the best as you undertake your study in Year 11 and Year 12.

Mr A Day

Director of Studies

Taree Christian College

Email: aday@tareeccs.nsw.edu.au

2019 Year 11 ASSESSMENT SCHEDULE

ANCIENT HISTORY

Assessment Approach and Requirements

The following tasks will provide students with opportunities to investigate historical past people, groups, events, institutions, societies and historical sites through archaeological and written sources by applying the methods used by historians, archaeologists and other related specialists and scholars.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9
		Case Study and Source Analysis Report	Research Task and Presentation	End-of-course Examination
Knowledge and understanding of course content	40	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20	10%	5%	5%
Historical inquiry and research	20	5%	15%	
Communication of historical understanding in appropriate forms	20	5%	5%	10%
Assessed Outcomes		AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-8, AH11-9	AH11-1, AH11-2, AH11-9, AH11-10
Total	100%	30%	35%	35%

2019 Year 11 ASSESSMENT SCHEDULE

BIBLICAL STUDIES

Assessment Approach and Requirements

Students will complete one written essay to demonstrate their depth of knowledge and formal examinations to assess their breadth of knowledge in each of the units studied.

Course Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8/9
The Frog and the Fish: Reflections on Work, Technology, Sex, Stuff, Truth, and Happiness	50%	Essay 1	Supervised response: The Frog and the Fish	
Questioning the Bible and the Resurrection	50%			Supervised response: Questioning the Bible and the Resurrection
Total	100%	25%	25%	50%

2019 Year 11 ASSESSMENT SCHEDULE

BIOLOGY

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess knowledge and understanding of course content and skills in Biology.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9
		Practical Investigation	Presentation	End-of-course Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working scientifically	60%	20%	20%	20%
Assessed Outcomes		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-9	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

BUSINESS STUDIES

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess understanding and the level of skill achieved. Assessment occurs in each of the learning experiences of research, oral presentations and written responses.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 8/9
		Case Study Nature of Business	Small Business Plan Business Planning	End-of-course Examination
Knowledge and understanding of course content	40%	5%	15%	20%
Research	40%	20%	10%	10%
Communication	20%		10%	10%
Assessed Outcomes		P1, P2, P3, P4, P6, P8.	P1, P2, P3, P4, P5, P6, P7, P9, P10.	P1, P4, P6, P8, P9.
Total	100%	25%	35%	40%

2019 Year 11 ASSESSMENT SCHEDULE

CHEMISTRY

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess knowledge and understanding of course content and skills in Chemistry.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9
		Practical Investigation	Presentation	End-of-course Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working scientifically	60%	20%	20%	20%
Assessed Outcomes		CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

COMMUNITY & FAMILY STUDIES

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess understanding and the level of skill achieved. Assessment occurs in each of the learning experiences of research, oral presentations and written responses.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8 & 9
		Resource Management	Individuals and Groups	End-of-course Examination
Knowledge and understanding of course content	50	10	10	30
Research	20	10	10	
Communication	30	10	10	10
Assessed Outcomes		P1.1, P1.2, P4.2, P5.1, P6.1.	P1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2	P1, P2, P3, P4, P5, P6.
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

DESIGN & TECHNOLOGY

Assessment Approach and Requirements

Throughout the course a variety of assessment techniques are used to assess understanding and the level of skill achieved. These include: the creation of practical projects, the development of design folios, case studies and formal examinations.

Course Component	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 8-9
Knowledge and understanding of course content	40%	Case Study Theory 10%	Project Folio 10%	End-of-course Examination 20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	Case Study Practical 20%	Project Practical 30%	End-of-course Examination 10%
Outcomes Assessed		P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.2,P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3
Total	100%	30%	40%	30%

2019 Year 11

ASSESSMENT SCHEDULE

ENGLISH ADVANCED

Assessment Approach and Requirements

The formal assessment for English Advanced comprises three tasks, one of which must be a multimodal presentation. In addition to the tasks below, informal class work and homework are vital to develop the skills and understanding required to meet the course outcomes for English Advanced. Teacher feedback, as well as the students' own self-reflection and evaluation, also comprise an essential part of the formative assessment that occurs in English Advanced.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 3 Week 1	Term 3 Weeks 8/9
		Imaginative text with reflection	Multimodal presentation	End-of-course Examination
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Assessed Outcomes		EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Total	100%	30%	40%	30%

2019 Year 11 ASSESSMENT SCHEDULE

ENGLISH EXTENSION 1

Assessment Approach and Requirements

Throughout Year 11, a variety of techniques are used to assess the knowledge, understanding, and skills of students undertaking the English Extension 1 course. While the formal assessment comprises three tasks, ongoing reading and regular practise composing imaginative and critical extended responses are essential to develop the students' capacities for thinking and writing, as required by the course outcomes.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 2 Week 3	Term 3 Week 4	Term 3 Weeks 8/9
		Imaginative Response and Reflection	Multimodal Presentation – TED style talk	End-of-course Examination
Knowledge and understanding of complex texts and why they are valued	50%	15%	20%	15%
Skills in complex analysis, composition and investigation	50%	15%	20%	15%
Assessed Outcomes		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
Total	100%	30%	40%	30%

2019 Year 11 ASSESSMENT SCHEDULE

ENGLISH STANDARD

Assessment Approach and Requirements

Formal Assessment for English Standard comprises three tasks, one of which must be a multimodal presentation. In addition to the tasks below, informal class and homework tasks form a vital aspect of the development of skills and understanding required to meet the course outcomes for English Standard. Teacher feedback, as well as students' own self-reflection and evaluation tasks also comprise an essential part of the formative assessment that occurs in English Standard.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 8-9
		Imaginative text and reflection	Multimodal Presentation	End-of-course Examination
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Outcomes assessed		EN 11-2, EN11-3, EN11-5	EN11-1, EN11-2, EN11-4, EN11-7, EN 11-9	EN11-1, EN11-3, EN 11-4, EN11-5, EN11-6, EN11-7
Total	100%	30%	40%	30%

2019 Year 11 ASSESSMENT SCHEDULE

ENGLISH STUDIES

Assessment Approach and Requirements

Students in Year 11 will learn through a range of assessment tasks involving collaborative and individual learning across a variety of language modes.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 8	Term 3 Week 7
		Multimodal Presentation Mandatory Module: Achieving through English	Review Elective Module: The Big Screen	Collection of classwork All modules
Knowledge and understanding of course content.	50%	15%	15%	20%
Skills in: <ul style="list-style-type: none"> ○ comprehending texts ○ communicating ideas ○ using language accurately, appropriately and effectively 	50%	15%	15%	20%
Assessed Outcomes		ES11-3, ES 11-4, ES 11-6	ES11-2, ES11-5, ES11-6, ES 11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

FOOD TECHNOLOGY

Assessment Approach and Requirements

In Food Technology, formal assessment tasks are designed to cater for all levels of abilities within the class and accommodate different learning styles including theory and practical work.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 3 Week 3	Term 3 Weeks 8/9
		Food Availability and Selection Case Study	Food Quality and Nutrient Analysis	End-of-course Examination
Knowledge and understanding of course content	40%	15%		25%
Knowledge and skills in designing, researching, analysing and evaluating	30%	5%	15%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	5%	25%	
Assessed Outcomes		P1.1, 1.2, 2.2, 3.2, 4.2	P3.1, 4.1, 4.3, 4.4, 5.1	P1.1, 1.2, 2.2, 3.2, 4.2, 4.3, 5.1
Total	100%	25%	40%	35%

2019 Year 11 ASSESSMENT SCHEDULE

JAPANESE BEGINNERS

Assessment Approach and Requirements

The four language skills of listening, speaking, reading and writing are assessed through the study of mandatory topics.

Course Component	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 6
		Self-introduction	Daily Routine	Local area
Listening	30%	20%	10%	
Reading	30%		10%	20%
Speaking	20%	10%	10%	
Writing	20%			20%
Assessed Outcomes		1.1, 1.2, 1.3, 1.4, 2.1, 2.2	1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 3.1, 3.2, 3.3	2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

LEGAL STUDIES

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess understanding and the level of skill achieved. Assessment occurs in each of the learning experiences of research, oral presentations and written responses.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9
		Research Task The Legal System	Case Study The Individual and the Law	End-of-course Examination
Knowledge and understanding of course content	50%	10%	15%	25%
Research	25%	10%	15%	
Communication	25%	10%	10%	5%
Assessed Outcomes		P1, P2, P3, P4, P6, P8.	P1, P2, P3, P4, P5, P6, P7, P9, P10.	P1, P4, P6, P8, P9.
Total	100%	30%	40%	30%

2019 Year 11 ASSESSMENT SCHEDULE

MATHEMATICS

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess understanding and the level of skill achieved. Assessment occurs in both written exam and application tasks.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 8/9
		Assignment/ Investigation: MA-F1 Functions	In-Class Topic Test: MA-T1, MA-T2 Trigonometry	End-of-course Examination: All topics completed to date
Concepts, skills and techniques	50%	10%	20%	20%
Reasoning and communication	50%	20%	10%	20%
Assessed Outcomes		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1 - MA11-9
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

MATHEMATICS EXTENSION 1

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess understanding and the level of skill achieved. Assessment occurs in both written examination and application tasks.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 8/9
		In-Class Topic Test: ME-F2 Polynomials	Assignment/ Investigation: ME-T1, ME-T2 Trigonometry	End-of-course Examination
Concepts, skills and techniques	50%	20%	10%	20%
Reasoning and communication	50%	10%	20%	20%
Assessed Outcomes		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, ME11-7	ME11-1 – ME11-7
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

MATHEMATICS STANDARD

Assessment Approach and Requirements

This assessment schedule includes a task that focuses on the Focus study: Mathematics and driving and includes relevant content from the strands.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 8/9
		Class Test	Investigation	End-of-course Examination
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Assessed Outcomes		MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-6, MS11-8, MS11-9, MS11-10	MS11-1 to MS11-10
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

MODERN HISTORY

Assessment Approach and Requirements

Throughout the Year 11 course, a variety of assessment techniques are used to assess knowledge, understanding, skills and application of the course content and outcomes in Modern History.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 8/9
		Source analysis	Historical investigation	End-of-course Examination
Knowledge and understanding of content	40%	10%	10%	20%
Source-based skills	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Assessed Outcomes		MH 11-6, MH 11-7, MH 11-10	MH 11-6, MH 11-7, MH 11-8, MH 11-9	MH 11-1, MH 11-2, MH 11-3, MH 11-4, MH 11-5, MH 11-9
Total	100%	30%	30%	40%

2019 Year 11 ASSESSMENT SCHEDULE

PDHPE

Assessment Approach and Requirements

The Year 11 course is divided into two sections: Core and Options. Assessment within these sections is used to develop the knowledge and understanding of health and the human body and develop skills in critical thinking, research, analysis, participation, and performance.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9
		Presentation Influences on the health of Individuals and Health Promotion	Practical Workshop Physical fitness, training and movement efficiency	End-of-course Examination
Knowledge and understanding of course content	40%	15%	15%	10%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Assessed Outcomes		P1, P2, P3 P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1 - P12
Total	100%	35%	35%	30%

2019 Year 11 ASSESSMENT SCHEDULE

PHYSICS

Assessment Approach and Requirements

Throughout the Year 11 course a variety of assessment techniques are used to assess knowledge and understanding of course content and skills in Physics.

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 8/9
		Practical Investigation	Presentation	End-of-course Examination
Knowledge and Understanding	40%	10%	10%	20%
Skills in working scientifically	60%	20%	20%	20%
Assessed Outcomes		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11
Total	100%	30%	30%	40%

GLOSSARY OF TERMS USED IN HSC EXAMS/QUESTIONS

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.

WORD	MEANING
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide 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 and 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

Preliminary & HSC Course (Year 11/12) Illness / Misadventure / Extension / Appeal Form 2019



Use this form for failure to submit or complete an assessment task on time
and/or when absence from assessment tasks due to illness, accident or other misadventure.

Step 1

Student Section *(Please fill out all details)*

Student Name: _____ Year: 11 / 12 (please circle) Date: _____

Subject: _____ Class Teacher: _____

Assessment task name & number: _____ Weighting (%): _____

Reason for Appeal: Illness Misadventure Other _____ (please circle)

Details: _____

Amount of days requested for extension: _____

Student Signature _____ Parent/Carer Signature _____

Medial Certificate attached in support: Yes No Name of Doctor: _____

Step 2

Teacher Section *(College use only)*

Class teacher recommendation: Approved Declined

Class Teacher's comment (if required) _____

Class Teacher's recommendation of days requested for extension: _____

Teacher Signature: _____ Date: _____

Step 3

Director of Studies Section *(College use only)*

Copy to student and on file: Yes No

Approved Revised due date: _____

Declined Refer to Appeals panel

Appeals Panel Decision:

Extension without penalty

Set a substitute task

Give an estimate based on the evidence

Reason unacceptable, mark confirmed

Other (specify) _____

Copy to HOS: Yes No

Copy to Principal: Yes No

Director of Studies signature _____

Date: _____



Year 11 & 12 Change of Subject Request

(Please see instructions on the rear of this form)

Prior to any change of subject, this form must be fully completed and returned to the Director of Studies. A parent or guardian must also authorise the change.

Student's name _____ Year: 11 or 12 (Circle) Date of request _____

Current Subjects	Units	Keep	Drop	Enrol	Teacher approval	Reason for dropping or enrolment of subject
New Subject/s						

New total amount of units with above changes: _____ Are you planning on receiving an ATAR? _____

Do you plan to study at university? _____ What is your proposed career path? _____

Student Contract
 I will commit to catching up on any missed work, as I understand that this is a condition of changing courses. I will meet all the course requirements, including homework and assessment tasks, and in no way detract from the classroom learning environment.
 Student Signature: _____ Date: _____

Parent/Guardian approval: _____ Date: _____
 Comments: _____

Director of Studies approval: _____ Date of final approval: _____

Office use only

- Units checked (DoS)
- Eligible for ATAR (DoS)
- Notify relevant staff (DoS)
- Update Schoolbox (JW)
- Update Edumate/Edval (KR)
- Update NESAs (DoS)

Students,

Please follow the instructions set out below for using this 'Change of Subject Request' form:

1. Fill out your name, year and date.
2. List all your current subjects and number of units for each.
3. List any proposed subject to enrol in the lower area marked 'New Subject/s'.
4. Tick appropriate box for each subject, both current and new (keep, drop or enrol).
5. For any subject that you intend to drop or enrol please collect the appropriate teacher's signature. (Eg. Enrolling in Ext 1 Maths, you would seek a signature from the current Ext 1 Maths teacher)
6. Total up the amount of units for your proposed list of subjects.
7. Answer the questions about ATAR & University.
8. Briefly outline your proposed career.
9. Sign the student declaration.
10. Talk to your parents/guardians and get them to sign and date in appropriate place.
11. Submit to the Director of Studies for final approval.

Once submitting your form, the Director of Studies will make steps toward changing your timetable and your NESA online enrolment status.

Your 'all clear' to start your new or changed class is when you see the changes on your Schoolbox timetable.

Assessment Handbook - Student Declaration (Year 11 - 2019)



I (print name) _____ have been given the 2019 Year 11 Assessment Handbook and am aware of the details contained within it.

I am aware of the NSW Education Standards Authority and Taree Christian College requirements in terms of courses studied and completion of assessment tasks.

Student Signature _____ Date _____

Parent/Carer Signature _____ Date _____

Please detach from this handbook and return to the Director of Studies by Monday Week 4, Term 1 (18 February 2019).