



Where young men achieve

ASSESSMENT POLICY AND PROCEDURES

HSC COURSES

STUDENT EDITION

2017 / 2018



EDMUND RICE EDUCATION
AUSTRALIA

Respect & Commitment

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INTRODUCTION

During the HSC year teachers will give students feedback on their progress in the courses that are being studied. This feedback will take many forms, e.g. a comment in class, a written comment on a piece of work corrected by the teacher, the result of a topic test, a mark or grade given for a piece of work, a discussion about a practical task. This type of assessment and its results help students form an impression about how they are progressing in each course.

However, at various times during the HSC course teachers are required by NESA (NSW Education Standards Authority) to formalise their assessment of students' progress. To do this, teachers administer what are referred to as 'Assessment tasks'. Performance on these Assessment tasks is one of the factors that determine whether a student satisfactorily completes the requirements for the HSC course. *The results of the Assessment tasks administered during the HSC course are actually reported on the Higher School Certificate with the HSC exam mark.*

This booklet provides details of the formal Assessment tasks that will be administered in the various subjects and of the procedures that teachers and students will be asked to follow in the administration of these Assessment tasks. The Assessment tasks are based on the guidelines issued to schools by NESA. Each school must follow the components and weighting contained in the guidelines, although schools will differ in how they assess the components.

Why use Assessment tasks as part of the HSC course?

Assessment tasks assist teachers in measuring the total student achievement in a course. They take into account aspects of the course that cannot be measured in a formal examination, e.g. practical skills and oral skills, performance on fieldwork.

Assessment tasks take some pressure from the final, formal examination and increase the accuracy of the final HSC result by reporting on a number of aspects of the course. Students who do not always do well in examinations have other means of achieving academically, and may acquire more confidence in their ability to handle the final external HSC examination.

The use of Assessment tasks will result in students being placed under steady pressure during the HSC year. This should encourage them to be more organised in their study routine and to work more consistently.

When does Assessment begin and end?

HSC course Assessment begins during term four of year 11 and ends towards the end of term 3 of year 12. HSC course Assessment will only commence if the Preliminary course has been completed.

How often will Assessment occur?

The NESA says that schools are to set sufficient Assessment tasks to obtain a reliable indication of the relative achievement of each student. They ask that schools do not over-assess and thereby overwhelm students with Assessment tasks.

Assessment does not:

- measure attitude or values,
- take conduct into account.

Note, however, that students must apply themselves with diligence and sustained effort for satisfactory completion of the HSC courses.

What should students be told about Assessment?

Students should be aware of the assessment requirements in each course that they undertake.

Students are not told the assessment mark that is submitted to NESA by the College at the end of year 12. However, details of the position a student has obtained in a course (the rank order) are available at the time of the HSC.

Each school has the responsibility to tell the student the following information about each course:

- the components and weighting as specified by the NESA,
- the general nature of each Assessment task,
- a schedule of when Assessment tasks are planned to take place,
- the importance or weight of each task,
- details of administrative arrangements associated with each task (e.g. absence, late submission),
- details of the school's policy on malpractice,
- details of the procedure to be implemented if tasks produce invalid or unreliable results, and
- details of the procedures for dealing with student appeals arising from Assessment tasks.

The information that follows outlines the College's policies and procedures in relation to HSC Assessment. It is the students responsibility to familiarise themselves with the detail of these procedures. Ignorance is no excuse for not correctly following these procedures.

POLICY AND PROCEDURES

Timing of Assessment

Prior to commencement of Assessment in any given term students Assessment tasks will be published to the Parent/student portal with the week of that term that each task is due.

Prior to the actual task the teacher will give students further details, e.g. scope of the task, type of task, proposed timing and duration, and weighting. Students who are absent from school when Assessment information is given out are, on their return to school, are to obtain the appropriate details from their teacher.

Tasks Completed Outside the Classroom

Tasks such as major works, research projects, and assignments are to be entirely the student's own work or students will be considered guilty of malpractice and will probably be given a mark of zero (see later in this booklet for details of malpractice).

Submission of Tasks

Tasks are to be submitted as hard copy, not on computer disk or via email. Exceptions to this may occur in some subjects (such as the computing subjects) and students will be notified of this in the Assessment task outline. Students who are completing assessment tasks on computer, are encouraged to make regular back up copies of their work, as computer or printer malfunction will not be accepted as a grounds for misadventure. Students are encouraged to make copies of their work and keep these for the duration of the course

If a teacher is absent on the day an Assessment task is due, students will be expected to submit their work either by arrangement with the teacher beforehand or via the Subject Coordinator. Assessment tasks are not to be given to clerical or ancillary staff or to relief or visiting teachers. If a student is on an excursion on the day an Assessment task is due, it is the student's responsibility to make arrangements for the task to be submitted on time, or prior to the due date.

All students studying VET courses are to ensure that they meet with the class teacher to make arrangements for the submission of a task that is due while the student is on work placement. It is also the responsibility of VET students to ensure that they find out any information about an assessment task that may have been set while the student is on work placement.

A student who has been suspended from school for disciplinary reasons will still be required to submit the task to the class teacher on the due date. If the task is an examination the student will be required to attend the college in school uniform only for the duration of the exam. It is also the responsibility of a student who has been suspended to ensure that he finds out any information about an assessment task that may have been set while the student is suspended from school. The student will also be required to complete the task by the due date.

Late Submission of Tasks

If an Assessment task is submitted late a penalty of a deduction of 20% of the initially available marks per day will be applied. Weekends count as two days. If a task is scored zero because of late submission the parents and students are informed in writing by the course teacher that the task has not been completed and of the possible consequences of this. Students are still required to submit a genuine attempt at the task in order to satisfactorily meet the course requirements.

If a student hands in or sits for an Assessment task on a given day but has not attended a class or classes in other subjects on that day the task will be regarded as being handed in one day late and the appropriate penalty will apply.

Students seeking extensions without penalty must make this request on the Illness/ Misadventure/ Extension/ Absence request form, which is available from the Curriculum Co-ordinators office. This form is to be handed to the class teacher who will discuss the situation with the Subject Coordinator. This form is to be handed to the class teacher as soon as possible. Trivial reasons for extensions will not be considered.

Absence from or Failure to Submit Tasks

If a student is absent from or does not submit an Assessment task for a valid reason the following procedures will apply:

- Contact the teacher of the course on or before the morning of the task.
- The student must outline the circumstances on the form provided for this purpose. It is the student's responsibility to submit this form.
- In the event of illness, a medical certificate must be presented with this form. If the absence or late submission does not result from illness, other evidence documenting the reasons for absence or late submission must be provided when submitting the form.
- In liaison with the class teacher the Subject Coordinator and Curriculum Co-ordinator will determine the validity of the situation. If these people consider the absence was not for a legitimate reason, a zero will be scored for the task. For valid absence the Subject Coordinator will select an alternative task measuring similar objectives to the task for which the student was absent. In exceptional circumstances, eg where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate evidence.

Students must make a genuine attempt at all Assessment tasks that, taken together, contribute in excess of 50 per cent of the available Assessment marks for the HSC course. If an attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. Students who do not comply with the Assessment requirements in any HSC course will have neither a moderated Assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who fail to meet the Assessment requirements for the common part of the course will not receive a result in the course at all.

If a student fails to submit an Assessment task, the teacher will inform the parents of the student in writing pointing out the possible consequences (e.g. a 'N' determination).

Illness/Misadventure in Tasks

If illness or misadventure cause the performance of a student on a task to be hindered the student must

- report the circumstances to the supervising teacher immediately, not at the end of the task,
- advise the Subject Coordinator of the circumstances on the same day unless circumstances prevent this,
- provide appropriate documentation to support the situation,
- complete the Illness/ Misadventure/ Extension/ Absence request form.

In liaison with the class teacher the Subject Coordinator and Curriculum Co-ordinator will decide on appropriate procedures to follow. In general the Subject Coordinator will select an alternative task measuring similar objectives to the affected task. In exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the affected task is difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate evidence.

Note that NESA instructs schools that the final school Assessment mark is not able to be used to compensate for factors such as extended illness, misadventure or domestic problems which may have affected a student's overall achievement in the course.

Malpractice in Tasks

The usual penalty for malpractice (e.g. cheating, having all or part of a task performed by another person, including frivolous or objectionable material in a task or submitting material contrary to the ethos of the College) in Assessment tasks will be a mark of zero for that task. This also applies to students who assist others in any way whatsoever to engage in malpractice. With the increase in use of the internet as a source of information in the completion of Assessment tasks, students must ensure that any work that they submit has been adequately referenced. Plagiarism will be deemed as malpractice and students who plagiarise another person's work will receive a mark of zero for that task.

Special Provisions

Students seeking special provisions for an Assessment task have the responsibility to approach the Learning Support Coordinator in sufficient time to allow the special provisions that are required to be put in place.

Tasks that Produce Invalid or Unreliable Results.

When designing Assessment tasks every effort will be made to ensure they produce valid and reliable results. However, if a task is not valid (e.g. it does not give a broad enough range of marks) an additional task or questions will be set and combined with the original marks in such a way as to improve the validity of the original task.

Student Appeals about Tasks

Questions over the marks awarded or other details of an Assessment task should be, in the first instance, discussed with the teacher of that course. If the student feels the discussion with the course teacher has not been satisfactory, the student is at liberty to approach the Subject Coordinator and then the Curriculum Co-ordinator to discuss the issue in question.

Transfer between Courses

Students will only be able to change courses within the school if they are able to

- demonstrate that they have completed satisfactorily the relevant Preliminary course prior to transferring to a HSC course,
- complete all HSC course requirements, including Assessment.

Students who transfer into the school after the commencement of the HSC Assessment program will

- sit for the remaining Assessment tasks with the school group,
- have their position in the group determined by comparison with the school group on these common tasks,
- be removed from the group when the final Assessment marks are calculated,
- be given a final Assessment mark consistent with their place in the group as determined previously.

Reporting Progress to Students

Results of Assessment tasks are to be given to students as a mark or grade. The rank in the class for that task is also to be given to the student. At formal report times parents and students will be given their current cumulative rank based on performance in Assessment tasks in each course.

In VET courses students will be informed of their progress in achieving units of competency by the system 'competent' or 'not yet competent'. The student's logbook will be completed when competencies are achieved. An estimated mark will be submitted to the NESA at the completion of the course. This mark will be obtained from students' performance in the Trial HSC examination. This mark will only be used in the event of illness or misadventure on the day of the HSC exam.

"N" Determination Procedures

If it appears that a student is at risk of not meeting the assessment requirements of a course, a warning must be given. This warning will involve advising the student and parent in writing and alerting them to the possible consequences of a 'N' determination. If a student is to be given a 'N' determination because of failure to complete Assessment tasks totalling more than 50 per cent of the final course Assessment marks, the Principal must advise the student of the determination, its consequences, and the student's right to a school review and subsequent appeal to the Board.

Note that an "N" determination may be made in a course for reasons other than not meeting assessment requirements, e.g. students who do not attend work placement at the scheduled time, and students who do not apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the teacher. A warning letter will be issued in these cases.

School Review Procedures

Students can request from the College, after their last timetabled HSC exam, their Assessment rank order in each subject (i.e. position in each course). NESA provides this. If students consider their position in the schools order of merit for a particular course is not consistent with the feedback from their performance during the Assessment tasks throughout the course, they are entitled, within two weeks after the last HSC exam, to seek a review.

NESA specifically states that a teacher's judgement of the worth of individual assessment tasks, as reflected in the mark awarded, will not be subject to review as part of this process. This review checks that

- the school has complied with the weighting specified by NESA for each subject,
- weighting for each component, as specified in the subject programs, have been adhered to,
- clerical and computational errors have not been made.

If the review discovers an error it will be corrected and the student will be informed. If it finds no error the student will also be informed. If the student is not satisfied with the outcome of the review the student may appeal to NESA which will check to ensure that the school review was carried out correctly.

ST. EDWARD'S COLLEGE, GOSFORD

ILLNESS / MISADVENTURE / EXTENSION/ABSENCE FORM
FOR HSC ASSESSMENT TASKS

This form is to be used by students who have missed or will miss an Assessment task and have a valid reason. Complete this form and hand it to the course teacher who will discuss the situation with the Subject Coordinator, complete the section at the foot of the page and forward the page to the Deputy Principal.

STUDENT NAME: _____ TUTOR CLASS: _____

SUBJECT: _____

TEACHER: _____

TASK REQUIRING CONSIDERATION: _____

DATE TASK IS/WAS DUE: _____

DETAILS / REASONS FOR
REQUEST:

You must attach notes and other material to support your request. If you were sick, you must attach a medical certificate.

MEDICAL CERTIFICATE ATTACHED: YES / NO

STUDENT'S SIGNATURE: _____ DATE: _____

SUGGESTED ACTION: _____

TEACHER'S SIGNATURE: _____ DATE: _____

SUBJECT COORDINATOR'S SIGNATURE: _____ DATE: _____

CURRICULUM CO-ORDINATOR: _____

DATE: _____

(COPY TO SUBJECT COORDINATOR, TEACHER INVOLVED)

A GLOSSARY OF KEY WORDS USED IN SYLLABUSES AND THE HSC EXAMINATIONS

This glossary is designed to help students understand what is expected in responses to examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

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 (analyse / evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and / or against
Distinguish	Recognise or note / indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and / or how
Extract	Choose relevant and / or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

ASSESSMENT TASKS: COURSE BY COURSE

The pages that follow contain the assessment components and weighting that the NESA provides to schools to assist them in assessing students for a Higher School Certificate. Beneath these tables are the Assessment tasks that the teachers at St. Edward's College will use to rank students for the Higher School Certificate. As the time for each Assessment task approaches, the teacher(s) of each course will give students more details of the task, e.g. the time and duration, type of task, scope of the task.

RELIGION

STUDIES OF RELIGION

NESA Assessment Components and Weighting

Component	Weighting
<ul style="list-style-type: none">• Knowledge and Understanding of course content• Source-based skills• Inquiry and research skills• Communication of information, ideas and issues in appropriate forms	20 10 10 10
Marks	50

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 1	Source Response	10
Term 2	Christianity or Judaism Research	15
Term 3	Trial HSC Exam	25
		50

RELIGION / CATHOLIC STUDIES (Board Endorsed Course)

Higher School Assessment Components and Weighting

Component	Weighting
<ul style="list-style-type: none">• Knowledge and Understanding• Skills	25 25
Marks	50

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Essay	20%
Term 1	Film Review	20%
Term 2	Research Task	30%
Term 3	Oral Presentation	30%

ENGLISH

ENGLISH (STANDARD)

NESA Assessment Components and Weighting

Component	Weighting
• Area of Study	40
• Module A	20
• Module B	20
• Module C	20
Marks	100

St. Edward's College Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Essay – Writing, Viewing, Representing	15
Term 1	Essay - Writing	10
Term 1	Mid-Course Exam	15
Term 2	Viva Voce/Speech	15
Term 2	Module A	15
Term 3	Trial HSC Exam	30
		100

ENGLISH (ADVANCED)

NESA Assessment Components and Weighting

Component	Weighting
• Area of Study	40
• Module A	20
• Module B	20
• Module C	20
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Essay – Writing, Viewing, Representing	15
Term 1	Essay – Viewing/Representing	10
Term 1	Mid-Course Exam	15
Term 2	Viva Voce/Speech	15
Term 3	Essay – Listening/Writing	15
Term 3	Trial HSC Exam	30
		100

ENGLISH (EXTENSION COURSE 1)

NESA Assessment Components and Weighting

Component	Weighting
• Module B: Elective 3	50
Marks	50

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Multimedia presentation	10
Term 1	Viewing task and essay response	10
Term 1	Mid-Course Exam	10
Term 2	Extended response	10
Term 3	Trial HSC	10
		50

ENGLISH (EXTENSION COURSE 2)

NESA Assessment Components and Weighting

Component	Weighting
• Major Work	50
Marks	50

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Proposal	10
Term 1	Research Report	15
Term 2	Viva Voce and draft	25
		50

ENGLISH STUDIES

NESA Assessment Components and Weighting

Component	Weighting
• knowledge and understanding of various forms of texts	30
• skills in reading, listening and viewing and in writing, speaking and representing	30
• knowledge and skills in using language accurately, effectively and appropriately	25
• skills in planning and working individually and collaboratively	15
Marks	50

CREATIVE ARTS

MUSIC 1

NESA Assessment Components and Weighting

Component	Weighting
• Performance Core	10
• Composition Core	10
• Musicology Core	10
• Aural Core	25
• Elective 1	15
• Elective 2	15
• Elective 3	15
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Musicology	10
Term 1	Mid Course Exam (Aural & Performance)	15
Term 2	Electives (Performance, Composition or Musicology)	15
Term 2	Core Composition	10
Term 3	Trial HSC Exam	50
		100

PHOTOGRAPHY

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Temporal Accounts	20
Term 1	Manipulated Forms	20
Term 1	Case Study	15
Term 2	Individual / Collaborative project	30
Term 3	Case study on ICP	15
		100

VISUAL ARTS

NESA Assessment Components and Weighting

Component	Weighting
• Artmaking	50
• Art Criticism and History	50
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Development of Body of Work	10
Term 1	Mid course Exam	20
Term 2	Progress on Body of Work, VAPD	15
Term 3	Trial HSC Exam	30
Term 3	Body of Work	25
		100

DRAMA

NESA Assessment Components and Weighting

Component	Weighting
• Making	40
• Performing	30
• Critically studying	30
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 1	Work in Progress	20
Term 1	Scripted Performance	15
Term 2	Workshop	15
Term 3	Group Performance	20
	Trial HSC Exam	30
		100

ENTERTAINMENT

As a student completes or demonstrates attainment of learning outcomes, the teacher will sign off and date the relevant section of the Student Log. The Student Log does not generate a mark towards the Higher School Certificate. The NESA will issue to each student a Certificate or Statement(s) of Competency containing a list of all modules successfully attained. This will form the Board's official endorsement and record of the student's achievement in the course. Students who wish to have Entertainment contribute to their UAI must sit for the HSC exam.

St. Edward's College HSC Course Assessment Program

	<u>Task</u>
Term 4	Performance Venue Manual and performance night
Term 1	Audio Task
Term 2	Vision Task, Lighting Task
Term 3	Year 12 Performance Night Production Plan
Term 3	Trial HSC Exam

HUMAN SOCIETY AND ITS ENVIRONMENT

BUSINESS STUDIES

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and understanding of course content	40
• Stimulus-based Skills	20
• Inquiry and research	20
• Communication of business information, ideas and issues in appropriate forms	20
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Stimulus/Skills Topic	20
Term 1	Mid Course Exam	20
Term 2	Case Study Report	30
Term 3	Trial HSC Exam	30
		100

ANCIENT HISTORY

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and understanding of course content	40
• Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
• Historical inquiry and research	20
• Communication of historical understanding in appropriate forms	20
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Source Analysis/Essay	20
Term 1	Mid Course Exam	20
Term 2	Research Task	30
Term 3	Trial HSC Exam	30
		100

MODERN HISTORY

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and understanding of course content	40
• Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
• Historical inquiry and research	20
• Communication of historical understanding in appropriate forms	20
Marks	

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Source Based Question	20
Term 1	Mid Course Exam	20
Term 2	Research Essay Task	30
Term 3	Trial HSC Exam	30
		100

HISTORY EXTENSION

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and understanding of significant historiographical ideas and processes	10
• Skills in designing, undertaking and communicating historical inquiry- the History Project	40
Marks	50

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Project: process log	5
Term 1	Written Response	5
Term 2	Completed project	35
Term 3	Trial HSC Exam (Written Response)	5
		50

LEGAL STUDIES

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and Understanding	60
• Research/Inquiry	20
• Communication	20
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Written Task / Skills	20
Term 1	Mid Course Exam	20
Term 2	Oral & Research Task	30
Term 3	Trial HSC Exam	30
		100

ECONOMICS

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and Understanding	50
• Research/Inquiry	40
• Communication	10
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	In-class task	20
Term 1	Mid Course Exam	20
Term 2	Research task	30
Term 3	Trial HSC	30
		100

LANGUAGES

FRENCH CONTINUERS

NESA Assessment Components and Weighting

Component	Weighting
• Speaking	20
• Listening and Responding	25
• Reading and Responding	40
• Writing in French	15
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Reading and Responding	10
Term 1	Mid Course Exam (all components)	35
Term 2	Reading and Responding	5
Term 2	Speaking	10
Term 3	Trial HSC Exam (all components)	40
		100

MATHEMATICS

MATHEMATICS GENERAL 1

NESA Assessment Components and Weighting

Components	Weighting
• Knowledge and Skills	50
• Applications	50
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Test	10
Term 1	Mid Course Exam	40
Term 2	Test	25
Term 3	Test	25
		100

MATHEMATICS GENERAL 2

NESA Assessment Components and Weighting

Components	Weighting
• Knowledge and Skills	50
• Applications	50
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Test	10
Term 1	Mid Course Exam	20
Term 2	Exam	30
Term 3	Trial HSC Exam	40
		100

MATHEMATICS

NESA Assessment Components and Weighting

Component	Weighting
A: knowledge, understanding and skills	50
B: reasoning, interpretative, explanatory and communicative abilities	50
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Test	10
Term 1	Mid Course Exam	20
Term 2	Exam	30
Term 3	Trial HSC Exam	40
		100

MATHEMATICS EXTENSION COURSE 1

NESA Assessment Components and Weighting

Component	Weighting
A: knowledge, understanding and skills	25
B: reasoning, interpretative, explanatory and communicative abilities	25
Marks	50

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Test	5
Term 1	Mid Course Exam	10
Term 2	Test	15
Term 3	Trial HSC Exam	20
		50

MATHEMATICS EXTENSION COURSE 2

NESA Assessment Components and Weighting

Component	Weighting
A: knowledge, understanding and skills	50
B: reasoning, interpretative, explanatory and communicative abilities	50
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Test	10
Term 1	Mid Course Exam	20
Term 2	Exam	30
Term 3	Trial HSC Exam	40
		100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

NESA Assessment Components and Weighting

Component	Weighting
<ul style="list-style-type: none"> Knowledge and understanding of factors that affect health and the way the body moves. 	40
<ul style="list-style-type: none"> Skills in influencing personal and community health and taking action to improve participation and performance in physical activity 	30
<ul style="list-style-type: none"> Skills in critical thinking, research and analysis 	30
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Research Report	25
Term 1	Mid Course Exam	25
Term 2	Training Profile	25
Term 3	Trial HSC Exam	25
		100

SPORT COACHING

NESA Assessment Components and Weighting

Component
This is a Board Endorsed Course that does not contribute to a student's UAI. As a student demonstrates attainment of performance criteria of the elements of a unit of competency, it will be signed off and collated in their portfolio. The NESA will issue each student a Certificate or a statement of competency containing all units successfully attained

	<u>Task</u>	<u>Weight</u>
Term 4	First aid course	NA
Term 1/2	Work Schedule	NA
	Practical Coaching Sessions	
	Touch and Rugby League	NA
Term 3	Research into sports industry	NA

SCIENCE

PHYSICS

NESA Assessment Components and Weighting

Component	Weighting
<ul style="list-style-type: none"> Knowledge and understanding of: <ul style="list-style-type: none"> 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 	40
<ul style="list-style-type: none"> Skills in Planning and Conducting first hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources. 	30
<ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	30
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Research Task	15
Term 1	Mid Course Exam	20
Term 2	Open Ended Investigation	25
Term 3	Trial HSC Exam	40
		100

BIOLOGY

NESA Assessment Components and Weighting

Component	Weighting
<ul style="list-style-type: none"> Knowledge and understanding of: <ul style="list-style-type: none"> 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 developments in biology. Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	40
<ul style="list-style-type: none"> Skills in Planning and conducting first hand investigations, gathering and processing first hand data, gathering and processing relevant information from secondary sources. 	30
<ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	30
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Research Task	15
Term 1	Mid Course Exam	20
Term 2	Open Ended Investigation	25
Term 3	Trial HSC Exam	40
		100

CHEMISTRY

NESA Assessment Components and Weighting

Component	Weighting
<ul style="list-style-type: none">Knowledge and understanding of<ul style="list-style-type: none">The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistryAtomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry	40
<ul style="list-style-type: none">Skills in planning and conducting first hand investigations, gathering and processing first hand data, gathering and processing relevant information from secondary sources.	30
<ul style="list-style-type: none">Skills in:<ul style="list-style-type: none">Communicating information and understandingDeveloping scientific thinking and problem-solving techniquesWorking individually and in teams	30
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Exam	15
Term 1	Mid Course Exam	20
Term 2	Open Ended Investigation	25
Term 3	Trial HSC Exam	40
		100

SENIOR SCIENCE

NESA Assessment Components and Weighting

Component	Weighting
<ul style="list-style-type: none">Lifestyle Chemistry	25
<ul style="list-style-type: none">Medical Technology and Bionics	25
<ul style="list-style-type: none">Information Systems	25
<ul style="list-style-type: none">Pharmaceuticals	25
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Exam	15
Term 1	Mid Course Exam	20
Term 2	Open Ended Investigation	25
Term 3	Trial HSC Exam	40
		100

TECHNOLOGICAL AND APPLIED STUDIES

INFORMATION PROCESSES AND TECHNOLOGY

NESA Assessment Components and Weighting

Component	Weighting
• Project Work	20
• Information systems and databases	20
• Communication systems	20
• Option Strands	40
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Project work task	10
Term 1	Coms Project	20
Term 1	Mid Course Exam	20
Term 2	TPS Multimedia	20
Term 3	Trial HSC Exam	30
		100

SOFTWARE DESIGN

NESA Assessment Components and Weighting

Component	Weighting
Knowledge and Understanding about development and impact of software solutions and the software development cycle.	20
Design and development of software solutions	
Project management techniques.	35
Project(s)	20
	25
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	VB Project	10
Term 1	Case Study	20
Term 1	Mid Course Exam	15
Term 2	Major Project - Scripting	25
Term 3	Trial HSC Exam	30
		100

INDUSTRIAL TECHNOLOGY

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40
• Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Project Proposal	20
Term 1	Industry Study	10
Term 2	Project Evaluation	40
Term 3	Trial HSC Exam	30
		100

ENGINEERING STUDIES

NESA Assessment Components and Weighting

Component	Weighting
• Scope of the Profession	20
• Knowledge of Engineering Principles	35
• Communication Skills	15
• Understanding the Impacts of Engineering	10
• Management and Problem-Solving	10
• The application of Engineering Methodology	10
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Experiment Report	15
Term 1	Mid Course Exam	20
Term 2	Engineering Report	25
Term 3	Oral Presentation	15
	Trial HSC Exam	25
		100

CONSTRUCTION

As a student completes or demonstrates attainment of learning outcomes, the teacher will sign off and date the relevant section of the Student Log. The Student Log does not generate a mark towards the Higher School Certificate. The NESA will issue to each student a Certificate or Statement(s) of Competency containing a list of all modules successfully attained. This will form the Board's official endorsement and record of the student's achievement in the course. Students who wish to have Construction contribute to their UAI must sit for the HSC exam.

St. Edward's College HSC Course Assessment Program

	<u>Task</u>
Term 1	Concreting Project 1
Term 1	Mid Course Exam
Term 2	Project 2
Term 2	Brick laying Project 3
Term 3	Trial HSC Exam

FOOD TECHNOLOGY

NESA Assessment Components and Weighting

Component	Weighting
• Knowledge and Understanding	20
• Research analysis and Communication	30
• Experimentation and Presentation	30
• Design	20
Marks	100

St. Edward's College HSC Course Assessment Program

	<u>Task</u>	<u>Weight</u>
Term 4	Report	10
Term 1	Mid Course Exam	10
Term 1	Case Study	20
Term 2	Food Product Development and Design	20
Term 3	Meal Design and Preparation	25
	Trial HSC Exam	15
		100

HOSPITALITY

As a student completes or demonstrates attainment of learning outcomes, the teacher will sign off and date the relevant section of the Student Log. The Student Log does not generate a mark towards the Higher School Certificate. The NESA will issue to each student a Certificate or Statement(s) of Competency containing a list of all modules successfully attained. This will form the Board's official endorsement and record of the student's achievement in the course. Students who wish to have Hospitality contribute to their UAI must sit for the HSC exam.

St. Edward's College HSC Course Assessment Program

	<u>Task</u>
Term 4	Work placement Journal
Term 4	Task 3
Term 1	Mid Course Exam
Term 2	Task 4
Term 3	Practical Exam & Oral and Written Report
Term 3	Trial HSC Exam

