



Nurture for today • Learning for tomorrow • Character for eternity

Secondary School Assessment Handbook

Year 12 HSC Program 2014 & 2015

Please contact Mr Talonga Pita (Stage 6 Dean) via email (tpita@kas.nsw.edu.au) or Mrs Leanne Lesic (Deputy Principal) via email (llesic@kas.nsw.edu.au) or by phone on (6562 7023) if you have any questions regarding this handbook.

Updated copies of the handbook are available via the KAS website: www.kas.nsw.edu.au

Table of Contents (Page 1 of 2)

Goals of Assessment	3
Outcomes-based Assessment	3
Outcomes in Teaching and Learning	4
Types of Assessment Tasks	5
Meeting HSC Requirements	6
What is assessment?.....	6
Assessment Task Procedures	6
How do I submit my Assessment Tasks?	7
What happens if I am sick or an emergency happens, and I am unable to hand my Assessment Task in on time?	7
Illness/Misadventure	7
Non-Completion of Assessment Tasks	7
Non Determination	8
Feedback to students.....	8
Recording of Assessment marks.....	8
Assessment Appeals/Disagreement over Marks	9
Disagreement over HSC Rank.....	9
HSC Assessments & Submitted Works – BOSTES Advice.....	9
How can I best manage my Assessment Tasks?.....	10
PLAGIARISM.....	10
What is malpractice in HSC assessment?	10
What is plagiarism?	10
How do I acknowledge sources?.....	11
Honesty in HSC Assessment - the Standard	11
Further help.....	11
Learning Enrichment.....	12
Examination Protocols	12
What happens if I miss an Examination?.....	13
Reporting on Student Achievement	13
BOS Curriculum Language – Glossary	14
Sample: Assessment Task Outline	15
Sample: Report Overview	16

<i>Sample: Academic Report Explanations</i>	17
<i>Sample: Semester Report</i>	18
<i>Sample: Illness/Misadventure Form</i>	19
<i>Sample: Warning Letter: Non-Completion of a an HSC Assessment Task</i>	21
Assessment Schedules	23
Aboriginal Studies	24
Ancient History	25
Biology	26
Chemistry	27
Community and Family Studies (CAFS)	28
English Standard	29
English Studies	30
Food Technology	31
General Mathematics 2	32
Geography	33
Industrial Technology	34
Information Processes and Technology	35
Mathematics 2 Unit	36
Modern History	37
Personal Development, Health, and Physical Education (PDHPE)	38
Physics	39
VET Construction	40
VET Primary Industries (Horticulture)	41
Visual Arts	42
Work Studies	43

Goals of Assessment

'At Kempsey Adventist School we believe that students learn best when they are supported in taking responsibility for their lives and learning, when they experience success, and when they learn from their mistakes.'

The Academic Committee and teachers will plan to:

- Develop a contemporary understanding of how students effectively learn best
- Continue to empower students so that they take responsibility for their own learning
- Continue to refine reporting between school and home on student's academic performance

Outcomes-based Assessment

Assessment is the collection of information for a purpose.

Outcomes-based (or Standards-referenced) assessment is the preferred approach because it focuses on what an individual student can do, without comparing them to others. Teachers collect evidence of the level of student achievement from a wide variety of School Based Assessment or Formative Assessments and Assessment Tasks held during the semester and use this information as the basis of the semester report.

Effective learning has occurred when each learner:

- has integrated prior and new information to form new knowledge
- is able to apply new knowledge and understandings in a range of relevant contexts
- is able to explain new concepts and demonstrate new skills to others in a meaningful way.

Outcomes and assessment are linked in the following continuum:

- the curriculum provides outcomes related to skills and knowledge
- teaching and learning enables students to achieve outcomes
- assessment determines whether students have achieved outcomes
- reporting explains student achievement in terms of outcomes.

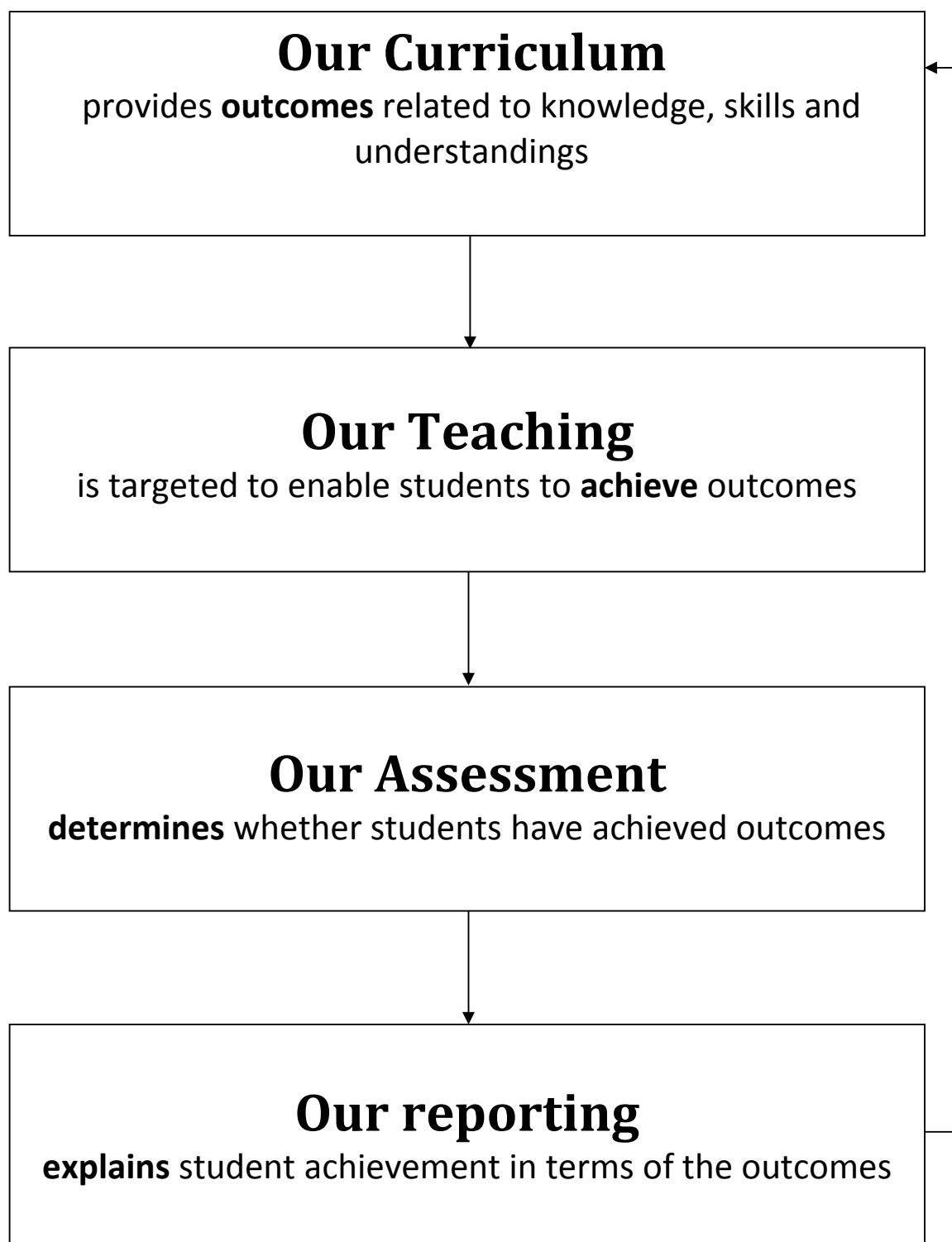
Quality Assessment Tasks will:

- give students an opportunity to work in a variety of different contexts
- provide opportunities for all students to demonstrate their best levels of achievement
- closely assess the chosen range of outcomes
- be interesting and engaging, and written in accessible language
- be editorially correct and neatly typed
- include an indication of the marking guidelines and the overall weighting of the task.

Formative Assessment:

- are an essential and integrated part of teaching and learning
- involve setting learning goals with students to help them improve
- help students know and recognise the standards they are aiming for
- involve students in self-assessment and peer assessment
- provide feedback that helps students understand the next steps in learning and plan how to achieve them
- involve teachers, students and parents reflecting on evidence from assessment data.

Outcomes in Teaching and Learning



Types of Assessment Tasks

Teachers use a variety of task types to build a profile of student achievement including:

- assignments
- composition tasks
- comprehension and interpretation exercises
- diaries, journals & logbooks
- examinations
- explanation and demonstration to others
- fieldwork activities & tasks
- group tasks
- informal debates
- investigations
- listening & viewing tasks
- mastery tests
- observation of demonstrated skills
- observation of students during learning activities, including listening to students' use of language
- observation of students' participation in a group activity
- open-book tests
- peer assessment
- practical tasks & experiences
- presentations
- performances
- portfolios
- questions posed by students
- research assignments & projects
- samples of students' work
- self-assessment
- quizzes
- student-produced overviews or summaries of topics including Mind-Maps and study cards
- student-produced worked examples
- students' journals and comments on the process of their solutions
- students' oral and written reports
- students' plans for and records of their solutions of problems
- teacher/student discussion or interviews
- tests involving multiple choice, short-answer questions and questions requiring longer responses, including interdependent questions (where one part depends on the answer obtained in the preceding part)
- written reports

Meeting HSC Requirements

Course Completion Criteria

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

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

What is assessment?

- Assessment tasks represent an integral part of the teaching and learning process and as such, all assessment tasks set must be completed. This Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessment tasks will be used to determine student progress over the duration of each course.
- Informal tasks or Formative assessment, such as homework, assignments, portfolios and class work not included in the formal assessment schedule are of significance as they:

o assist in skill and knowledge development.

o identify areas for extension or remediation for the teacher and student.

o provide opportunities for students to consolidate conceptual understanding.

o provide evidence of sustained and diligent effort.

Assessment Task Procedures

- All students in Year 12 must complete the NSW Board of Studies mandatory course “HSC: All My Own Work”, designed to help Higher School Certificate students to follow the principles and practices of good scholarship.
- Major projects may require work to be completed outside the class with permission from the class teacher. Journals, logbooks, interviews and drafts will be used to ensure ethical work.
- Students may receive no more than two Assessment Tasks per day and no more than five in a week. Examination blocks may contain more than five Assessment Tasks in a week.
- Students should have at least two weeks’ notice in writing to prepare for, or complete an Assessment Task.
- Assessment Tasks generally should not be made due within the week before examinations unless they are simply submitting a major project that has been worked on for a considerable time period during the semester.
- Students should provide a bibliography of source materials where this is appropriate in the correct format as specified by the student handbook.
- Students should take care to acknowledge sources throughout their Tasks. Refer to *Plagiarism* section.
- Students should put effort into all tasks to help you develop skills, knowledge and understandings which will be used in your final examination.

How do I submit my Assessment Tasks?

- If a task has to be handed in to the teacher, the assessment task notification has to not only clearly indicate the due date but when and where the task is to be given to the teacher.
- Keep a back up electronic copy of ALL submitted tasks in case something goes wrong
- A papercopy of all Assessment Tasks should be submitted to the teacher during the allocated class or through the Student Services Officer by 3:15pm on the day it is due. It will be date and time stamped. An electronic copy may be requested at the discretion of your teacher as well.
- You may choose to email a copy, HOWEVER, a paper copy must be submitted as above.
- A cover sheet for each Assessment Task must be completed and attached to each Task prior to handing it in. Copies of these can be found in the LIC, Common Room or Student Services Office.
- If you know you are going away, you will need to plan to hand it in before you leave.

What happens if I am sick or an emergency happens, and I am unable to hand my Assessment Task in on time?

- Complete an illness/misadventure form.
- You should produce a medical certificate if you have been sick.
- If approved, the Academic Committee will give you a date that your task must be submitted with any conditions.
- If unapproved, you will receive 0 however you will still be required to complete the task in the timeframe set by the Academic Committee which will be stated in an Official Warning letter (see sample later in this handbook).
- Failure to meet the new due date will mean you are issued with a second Official Warning Letter. In the event that the deadline is not met, you will be at risk of a N determination for your course.
- Extensions will only be granted for exceptional circumstances, holidays etc will not be deemed as exceptional.

Illness/Misadventure

- Misadventure Applications apply only to HSC Assessment Tasks.
- If a student is sick, absent or similar on the day a task is due or in the period leading up to the task, it is the student's responsibility to obtain an 'illness/Misadventure' form from the Stage Dean. These forms are to be returned to the Stage Dean to be presented at an Academic Committee.
- It is the teacher's responsibility to check if any of the students in their class are absent from school in the 3 days before a task is due. If a student is away during that time and an 'illness/Misadventure form' has not been completed or recorded and a copy of the processed application has not been forwarded to the classroom teacher, please refer the matter on to the Stage Dean.
- Teachers are not to make informal decision about misadventures/extensions. Only the Academic Committee can make decisions on misadventure/ extension applications.
- If an assessment task is incomplete on the due date the student is to submit the incomplete task on the due date even if they have been given an extension or a misadventure is applied for. The completed task can be submitted when finished.

Non-Completion of Assessment Tasks

- If a student has valid reasons for not submitting a task, an illness/Misadventure Application must be lodged with the Dean within one week of the due date.

- For straightforward applications, the Dean will grant or deny the application (meeting obvious illness/Misadventure criteria). More complicated scenarios will be referred by the Dean to the Academic Committee to deliberate.
- Where there is a valid reason for the non-completion of an assessment task, the Academic Committee may decide on one of the following:
 - Give an extension of time
 - Ask the teacher to give a substitute task
 - Ask the teacher to give an estimate mark based on the student's performance on their other assessment tasks.
- Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark must be recorded for the task. If the candidates' attempt at a particular task scores zero, it is a matter for the teacher's professional judgement to determine whether the attempt is genuine or not. The task must be completed within the reissued timeframe.

N Determination

- When a candidate has failed to complete any assessment tasks, homework, assignments, practicals or other significant sections for a course, the Stage Dean will be informed by the subject teacher of the student's position. The Stage Dean will issue a written warning letter 'Non Completion of Task' to the student and their parent/carer to inform them of the child's failure to complete the work. 0 will be awarded for all tasks that are not handed in on time without a reason that meets the criteria of BOSTES. Students are still required to complete the task knowing that they will receive 0 for the task.
- The letter will outline an opportunity for the student to correct the problem with a sign off slip to be completed by the parent/carer to acknowledge receipt of the letter. The letter will be posted to the student's recorded address as well as a copy given to the student. The school will retain a copy of the warning letter and the signed slip by the parent.

The process:

1. Advise the student and parent(s) or guardian(s) in writing in time for the problem to be corrected, and alert the student to the possible consequences of a N determination.
2. Request from the student/parent a written acknowledgement of the warning.
3. Issue at least one follow up warning letter if the problem has not been corrected.
4. If the work has not been completed by the second revised due date an 'N' determination will be submitted to the BOSTES. (As a result of this the student will be deemed as having not satisfactorily completed the subject(s) and will not receive a HSC certificate unless the student has at least 10 other units of study).
5. A student seeking a review of a 'N' award must apply to the Stage Dean by the last day of Term 3 in the HSC year.

Feedback to students

Students should receive clear feedback on the strengths and weaknesses of their performance on an assessment task. This advice should indicate:

- The mark gained for the task.
- Students' attainments in the task relative to the outcomes being assessed.
- Feedback designed to improve students' performance in future tasks

Recording of Assessment marks

Staff will be involved in moderation of tasks through collaboration, to ensure consistency in judgement. The school is required to maintain records of marks awarded for each task identified as part of the assessment

program for HSC course. Teachers must assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment mark.

Assessment Appeals/Disagreement over Marks

A student who wishes to appeal the mark they have been given for an Assessment Task may:

- Approach the teacher who has awarded the mark and make an appointment to discuss the task when the work is returned.
- If it cannot be resolved at this level the teacher is to refer the student to the HOD/Dean.
- If it is still unresolved the subject teacher is to refer the student to the Stage 6 Dean for a formal application to be made to review the marking process. Note that all requests should be submitted to the Stage 6 Dean following a meeting with the teacher.
- Subsequently, present a written request to the Academic Committee outlining specific reasons for the request.
- The decision of the Academic Committee, in consultation with the subject teacher and/or KAS Administration Team is final.

Disagreement over HSC Rank

At the end of Term 3 in the HSC year, students will be given a final report which details their assessment position in each course in relation to other students who took the course in the same school. If this rank or position is significantly different from what the candidate expected then the candidate can request the Academic Committee (through the Stage 6 Dean) to review the assessment. The Academic Committee is to ascertain whether:

1. The weightings specified by the school in its assessment program conforms with the BOSTES requirements as detailed in the syllabus packages;
2. The procedures used by the school for determining the final assessment mark conform with its stated assessment program in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
3. There are no computational or other clerical errors in the determination of the assessment mark. (The Academic Committee will not consider the actual marks awarded by the teacher for the tasks).

If the review discovers an error it will be corrected. If it finds no error the candidate will be informed. If the candidate is still not satisfied with the outcome of the review he/she may appeal to the BOSTES, which will check to ensure that the school review was carried out correctly.

HSC Assessments & Submitted Works – BOSTES Advice

There is important information you **must read** in a booklet called [Rules and Procedures for Higher School Certificate Candidates](#). Your school will give you a copy, and it is also on the Board's website.

When you sign your HSC Confirmation of Entry form, you are telling the BOSTES that you have read, understood and agreed to follow the rules in the *Rules and Procedures* booklet.

In a subject with a submitted project or practical work, such as Visual Arts, Design and VET Construction, you will also have to certify that the work you submit to the BOSTES for marking is your own, and acknowledge any assistance you received. Your teacher and Principal will also have to say whether they believe the work is authentically yours.

The mark the school forwards to the BOSTES remains confidential. Each candidate will have reported a final moderated assessment mark on the HSC. Whilst the moderated mark may change, the school rank will not change. (The school may give each candidate the marks on individual assessment tasks only).

How can I best manage my Assessment Tasks?

- Be aware of due dates. Keep an up-to-date diary of all Assessment Tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Submit drafts to ask for feedback from your teacher prior to the task being due.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

PLAGIARISM

What is malpractice in HSC assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

Question: Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

Answer: Definitely yes!

Question: Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

Answer: Yes. You are using someone else's thoughts and words without acknowledgement.

Question: Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

Answer: Yes. This is plagiarism.

Question: Is it plagiarism if someone else proofreads my written work and changes my final draft?

Answer: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Question: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

Answer: No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Question: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

Answer: This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

REFERENCING – HARVARD SYSTEM

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be acknowledging sources throughout your writing as well as in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Honesty in HSC Assessment - the Standard

This standard sets out the Board of Studies NSW requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing Assessment Tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

A summary of student rights and responsibilities in HSC assessment

You have the following rights:

- to be informed of the assessment policies of your school and the Board of Studies
- to receive clear guidelines relating to the requirements of each Assessment Task
- to be told in advance of the due date for each Assessment Task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

You have the following responsibilities:

- to become familiar with and follow the assessment requirements set by your school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline or if you have a valid reason.
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

Further help

If you are unsure about anything you have read in this guide ask a teacher or your Stage Dean for help.

All the Board of Studies rules and resources mentioned here are available on the Board's website at www.bostes.nsw.edu.au

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your HSC assessments, written examinations and practical works or projects

Learning Enrichment

The Learning Enrichment teachers are available to assist teachers and students in making adjustments required for their specific needs.

The range of curriculum adjustments that could be explored for students with documented learning difficulties includes:

- fewer questions to be completed on set tasks
- re-wording of difficult questions
- allowing more time for tasks if needed
- using coloured paper for photocopies
- using a reader / writer for Learning Tasks
- set homework as a maximum time rather than number of questions e.g. 20 minutes
- allow alternative forms of presentation such as: diagrams, dot points, verbal explanations, demonstrations, DVD, photos, CD
- assistance from the learning support teacher in the classroom
- allowing for practice time, consolidation and review – small drills, homework, revision
- access to technology or organisational aids
- signposts and guides as to where to find information/provide information so as to allow students to spend their time summarising and answering questions
- arranging suitable seating in the classroom.

Disability Provisions

- The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require the BOSTES to ensure that students with a disability are able to access and respond to an examination.
- The BOSTES may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
 - reading the examination questions; and/or
 - communicating his or her responses.
- Principals have the authority to decide on, and to implement, disability provisions for school based assessment tasks including examinations.
- At Kempsey Adventist School, support for Disability Provisions is organized by the Head of Learning Enrichment in conjunction with Stage Dean who liaise with staff teaching within their teams. This support includes access to readers/writers for examinations based on diagnosed need of students as well as a range of other strategies.

Examination Protocols

Students need to make a serious attempt to complete examinations to the best of their ability, or expect that further action may be taken.

It is a student's responsibility to be aware of their examination timetable and to attend at the specified time/s. Examination timetables will be given out at least two weeks prior to the examination period.

Students will:

- Respect the instructions of examination supervisors before, during and following examinations
- Be polite and courteous to supervisors and other students attending the examination
- Leave all phones, electronic items outside the examination room
- Put their watch on the table
- Use only approved calculators
- Follow BOSTES examination expectations
- Bring the appropriate equipment
- Eat a good meal prior to the examination to assist them to feel at their best

What happens if I miss an Examination?

- Contact the school immediately either prior to or on the day of the examination to let them know what has happened
- In the event of sickness, a medical certificate will be required. An illness/Misadventure form will need to be completed.
- Any other reasons will need to be approved by the Academic Committee. Unapproved absences will result in 0 for the task, however the task will still need to be completed to meet BOSTES requirements to pass the course.

Reporting on Student Achievement

Semester reports are sent home at the end of Semester One and Two. These contain detailed information about academic and non-academic participation and achievement. A written comment from the teacher is included as well as an A to E grade for the subject.

Parent-Teacher interviews are scheduled after each report and provide opportunities for contact with teachers. The purpose of the interviews is to work collaboratively with students and parents/guardians in order to improve student motivation and learning.

Parents/guardians are welcome to contact subject teachers and/or the Stage 6 Dean regularly throughout the year as required.

BOS Curriculum Language – Glossary

The NSW Board of Studies expects secondary students to be familiar with these words and has advertised that they will use them in public examinations. Key words are best discussed in the context of questions and tasks students are working on, rather than in isolation.

Account	<i>Account for:</i> state reasons for, report on <i>Give an account of:</i> narrate a series of events or transactions
Analyse	Identify components and the relationship among them; draw out and relate implications
Apply	Use, utilise, employ to 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 the 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	Put together various elements to make a whole

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.

Sample: Assessment Task Outline

Kempsey Adventist School

Assessment Task Notification Outline Year 12 General Mathematics



Due Date/s: Fri 27 Feb	Time: P6	Location: Room 9
Task Name: Architectural Design – KAS Car Park & Buildings		
Module or Unit Title:		
Topics / Content: <ul style="list-style-type: none">• Ch2 – Further Applications of Area and Volume		
Weighting: (as per the assessment schedule)		
Outcomes being assessed:		
Task Outline & Explanation: <ul style="list-style-type: none">• Students will be shown a plan of the KAS land and asked to design a building to be placed on the campus and a car park to cope with increased student numbers predicted over the next 5 years.• A completed scale drawing of the car park and buildings will be submitted along with a costing for the project using a spreadsheet.• Practical measurements of a variety of vehicles and parking spaces will be used to guide students in their size of parking spaces.• Turning spaces of vehicles and buses will be measured to identify road widths needed for safe use of the car park.• Resources in the form of skill sheets will be available for all students to ensure they have the necessary basic skills to complete each part of the task.• Progression through the task will occur at different speeds for different students.		
Equipment/Materials/Resources:		
Special Instructions:		
Absence/Misadventure Instructions: <p>If you are absent from school on the day the task is to be completed you are required, on your return to school, to obtain a Misadventure form from the Stage 6 Dean, complete the form and attach any documentation and submit the form to the Stage 6 Dean. You will then be required to work or sit for the task on your return to school. Absences without a valid reason will receive a result of zero.</p>		
Marking schedule:		
List of students:		

Sample: Report Overview

Kempsey Adventist School

Semester One – Report Overview – 2014



Student: Amy Hunter

Homeroom: Year 12

Total Days Absent			8
Explained	7	Unexplained	1

	Unsatisfactory	Satisfactory	Good	Excellent
Uniform			✓	

Student Involvement	Unexplained Absence	Absent with leave	Attended
Swimming Carnival	✓		
Cross Country		✓	
Athletics Carnival			✓

Homeroom Teacher's Comment:

Amy is a reliable and helpful student. She mixes well with her peers and has a positive influence on the class. Ill health has prevented her from attending school more regularly. Her commitment to learning is shown by her consistent results.

She represented Kempsey Adventist School in the CIS swimming carnival and NCSA athletics carnival.

She has been actively involved in the Drama Club and helped organise the Week of Worship program.

Homeroom Teacher: Mrs Jones

Principal: Mr Deanshaw

Sample: Academic Report Explanations

Academic Report Explanations

Achievement Band A-E

Achievement	Explanation
A	<ul style="list-style-type: none">• The student has extensive knowledge and understanding of the course content and can readily apply this knowledge.• The student is very highly competent in the application of skills and processes associated with the course and can use these in new situations.
B	<ul style="list-style-type: none">• The student has thorough knowledge and understanding of the course content and can apply this knowledge.• The student is highly competent in the application of skills and processes associated with the course and can use these in most situations.
C	<ul style="list-style-type: none">• The student has sound knowledge and understanding of the course content.• The student can adequately use skills and processes associated with the course.
D	<ul style="list-style-type: none">• The student has basic knowledge and understanding of the course content.• The student can use their skills in a familiar context
E	<ul style="list-style-type: none">• The student has an elementary knowledge and understanding of the course content.• The student can use their skills with guidance in a familiar context.

Quartiles

The quartile band of 1 to 4 is calculated by ranking the students in a course and dividing them into 4 equal groups. The top 25% of students are awarded a Quartile Band of 1. The next 25% of students are awarded a Quartile Band of 2. The next 25% are awarded a Quartile Band of 3. The bottom 25% of students are awarded a Quartile Band of 4.

Sample: Semester Report

Kempsey Adventist School

Semester Two Report – 2014



Student	Jim Jones	Course Results	
Subject	Information Processes & Technology	Achievement	B
Year	12	Quartile	2

Learning Profile	Elementary	Low	Satisfactory	High	Excellent
Student is able to:					
<ul style="list-style-type: none"> select maintain and use hardware appropriately. 				✓	
<ul style="list-style-type: none"> design, produce and evaluate solutions using information technology. 			✓		
<ul style="list-style-type: none"> analyse the effect of past, current and emerging technologies. 				✓	
<ul style="list-style-type: none"> apply collaborative work practices to complete tasks. 				✓	

Personal Profile	Rarely	Sometimes	Often	Usually	Always
Student is able to:					
<ul style="list-style-type: none"> work independently and effectively 				✓	
<ul style="list-style-type: none"> work as part of a team 		✓			
<ul style="list-style-type: none"> behave appropriately 				✓	

Teacher Comments:

The student can:	The student may improve by:
------------------	-----------------------------

Teacher: Mr Smith

Sample: Illness/Misadventure Form

Kempsey Adventist School



Illness/Misadventure Form - Instructions

- Students / Parents / Carer complete this side of the form.
- Extension requests must be applied for before the due date and will not be automatically granted.
- Where a student will be absent from school due to family holidays, etc every effort needs to be taken to complete the task before the due date instead of asking for an extension.
- Pass this form to your class teacher on or before the due date or on the day you return to school.
- The teacher will complete their section and pass the form to the Stage 6 Dean.

Student: _____

Teacher: _____

Subject: _____

Year: _____

Today's Date: _____ Task Due Date: _____

Email address: _____

Reason(s) for Application

- Away in the 3 days before the task was due (or on the due date if arriving late)
- Away on the day the task was to be handed in (but was handed in on ___/___/___)
Note: Any section of the task that can be submitted electronically via email needs to be submitted by the due date.
- Away on the day of the task completed in class. (Completed instead on ___/___/___)
- Applying for an extension (Must be done before the due date)
- Other _____

Sickness – Parent Statement / Medical Certificate

- Sick from _____ until _____ and could not work on the task for _____ days.
- Parent / Carer Statement _____

Signed: _____ Date: _____
- Medical Certificate (or similar) attached: Yes No

Reason for Absence (other than sickness)

- Absent from _____ until _____ and did not work on the task for _____ days.
- Parent / Carer Statement _____

Signed: _____ Date: _____

Student Statement

Signed: _____ Date: _____

Give this form to your subject teacher

Official Use

- Teacher to receive this form within 2 school days of the due date or on the student's return to school.
- The teacher to complete their section and pass the form to the Stage 6 Dean.
- Decision will be made and student and teacher informed ASAP.

Class Teacher Comment

Signed: _____ Date: _____

Decision by the Academic Committee

Approved New Due Date: _____ Not Approved

Date: _____ Copy to Student Copy to Teacher

Comment:

Special Conditions:

(Stage 6 Dean) Name _____ Signature: _____ Date: _____

Sample: Warning Letter: Non-Completion of a an HSC Assessment Task



[Date]

Dear [Parent/Guardian]

Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

I am writing to advise that your son/daughter _____ is in
(student name)
danger of not meeting the Course Completion Criteria for the Higher School Certificate course
_____.
(course name)

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____
(course name)

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

Course Completion Criteria

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the
(student name) indicate a), b) or c)

Course Completion Criteria.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the tasks, _____ (student name) requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ (student name) and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher / Stage 6 Dean

Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____ (student name).

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Percentage weighting (if applicable)</i>	<i>Original due date (if applicable)</i>	Action required by student	<i>Revised date to be completed by (if applicable)</i>

-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----
Please detach this section and return to the school

Requirements for the satisfactory completion of a Higher School Certificate Course

- I have received the letter dated _____ indicating that _____ (student name) is in danger of not having satisfactorily completed _____ (course name).
- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

Assessment Schedules

The remainder of this assessment handbook contains the Assessment Schedules for each subject.

These documents are issued to students at the beginning of the course and are subject to change depending on the needs of the class as identified by the teacher. Any changes will be issued to students in writing.

The Assessment Schedules show the weightings of the Learning Tasks and Assessment Tasks that will be used by teachers to complete school reports and Board of Studies Assessment marks. The Assessment Tasks also show the week and term in which they will be due. The mandatory Board of Studies Components of assessment are shown for each task.

Board of Studies Syllabus documents, support documents, past HSC papers and marking guidelines are available from the Board of Studies website: www.boardofstudies.nsw.edu.au

Detailed information for parents and students is also available including some online practice questions (HSC – test yourself), official dates for events, assessment information, and student results.

Students are advised to become familiar with the Board of Studies website and to download all relevant syllabus documentation for each subject studied.

Aboriginal Studies

Outcomes to be assessed

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W9	Term 1, W10	Term 2, W7	Term 3, W7/8
		Social Justice and Human Rights: Global	Major Project	Social Justice: Comparative Study	Trial HSC Exam
Knowledge and understanding ₁	40%	5%	5%	5%	25%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%	10%	10%	5%	0%
Research and inquiry methods, including aspects of the Major Project	20%	0%	20%	0%	0%
Communication of information, ideas and issues in appropriate forms	15%	5%	5%	5%	0%
Marks	100%	20%	40%	15%	25%
Assessed Outcomes		H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3

Ancient History

Outcomes to be assessed

- H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context
- H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H3.1 locate, select and organise relevant information from a variety of sources
- H3.2 identify relevant problems of sources in reconstructing the past
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 analyse issues relating to ownership and custodianship of the past
- H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W8	Term 1, W3	Term 3, W5	Term 3, W7/8
		Source Based Essay & Questions	Research Based Essay	Annotated Timeline	Trial HSC Examination
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Source-based skills	20%	5%	5%	5%	5%
Historical inquiry and research	20%	0%	5%	10%	5%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		H1.1, H2.1, H3.1, H3.6,	H1.1, H4.1, H4.2	H3.1, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2

Biology

Outcomes to be assessed

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in biology have been tested and validated
- H3 assesses the impact of particular advances in biology on the development of technologies
- H4 assesses the impacts of applications of biology on society and the environment
- H5 identifies possible future directions of biological research
- H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 analyses the impact of natural and human processes on biodiversity
- H8 evaluates the impact of human activity on the interactions of organisms and their environment
- H9 describes the mechanisms of inheritance in molecular terms
- H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W7	Term 2, W8	Term 3, W3	Term 3, W7/8
		Experimental Procedure: Maintaining a Balance	Research Task: Research for better Health	Practical Skills Assessment	Trial HSC Examination
Knowledge and understanding ₁	40%	10%	10%	5%	15%
Skills in: planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources	30%	5%	5%	10%	10%
Skills in: communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams	30%	5%	5%	10%	10%
Marks	100%	20%	20%	25%	35%
Assessed Outcomes		H2, 3, 4, 5, 6, 7, 8, 11-15	H1, 3, 4, 6, 9, 10, 13, 14, 16	H2, 8, 11-15	H1 – 16

Chemistry

Outcomes to be assessed

- H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2. analyses the ways in which models, theories and laws in chemistry have been tested and validated
- H3. assesses the impact of particular advances in chemistry on the development of technologies
- H4. assesses the impacts of applications of chemistry on society and the environment
- H5. describes possible future directions of chemical research
- H6. explains reactions between elements and compounds in terms of atomic structures and periodicity
- H7. describes the chemical basis of energy transformations in chemical reactions
- H8. assesses the range of factors which influence the type and rate of chemical reactions
- H9. describes and predicts reactions involving carbon compounds
- H10. analyses stoichiometric relationships
- H11. justifies the appropriateness of a particular investigation plan
- H12. evaluates ways in which accuracy and reliability could be improved in investigations
- H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14. assesses the validity of conclusions from gathered data and information
- H15. explains why an investigation is best undertaken individually or by a team
- H16. justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W8	Term 1, W8	Term 2, W7	Term 3, W7/8
		Prod. Mat. Experiment	Acidic Environment Task	Chemical Monitoring and Management Assignment (OE)	Trial HSC Exam
Knowledge and understanding ₁	40%	5%	10%	5%	20%
Skills in: planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources	30%	5%	10%	10%	5%
Skills in: communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams	30%	10%	5%	10%	5%
Marks	100%	20%	25%	25%	30%
Assessed Outcomes		H3,5,9,11,12,14	H1,2,10,13,14	H4,7,8,10,12,13	H1 - 15

Community and Family Studies (CAFS)

Outcomes to be assessed

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1 IRP Diary & Report	Task 3 Parents & Carers	Task 4 Social Impact of technology	Task 5 Trial HSC Examination
DUE DATE		T4: W9 2014	T2: W6 2015	T3: W5 2015	T3: W7-8 2015
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%	0%	15%	10%	15%
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%	30%	25%	25%
Assessed Outcomes		H4.1, H4.2	H1.1, H2.1, H3.2, H5.1, H5.2, H6.1	H2.3, H3.4, H4.1, H4.2, H6.1	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

English Standard

Outcomes to be assessed

1. Demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. Demonstrates understanding of the relationships among texts.
3. A student develops language relevant to the study of English.
4. Describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5. A student analyses the effect of technology and medium on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

HSC Assessment Tasks Schedule – 2014 / 2015

Language Modes	Syllabus Weighting	Syllabus Components				
		Area of study: Belonging	Module A (Elective 1)	Module B	Module C (Elective 1)	Trial HSC
		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, W9	Term 1, W7	Term 2, W3	Term 2, W9	Term 3, W7
		Journal Task	Radio Interview	Writing Task	Listening/ Viewing Task	Exam
Listening	15%	0%	5%	0%	10%	0%
Speaking	15%	0%	15%	0%	0%	0%
Reading	25%	5%	0%	10%	0%	10%
Writing	30%	5%	0%	10%	0%	15%
Viewing/ Representing	15%	5%	0%	0%	10%	0%
Marks	100%	15%	20%	20%	20%	25%
Assessed Outcomes		H6, H8, H11, H12, H13	H1, H2, H7, H10	H3, H4, H6, H10	H4, H5, H6, H9	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11

English Studies

Outcomes to be assessed

- H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- H1.2 explains the ideas and values of the texts
- H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
- H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts
- H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
- H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- H4.1 plans and organises to complete tasks or projects, both individually and collaboratively
- H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, Week 7	Term 1, Week 3	Term 2, Week 2	Term 3, Week 4	Term 3, Week 7/8
		Analysis of controversial issues in sport	Scientific timeline OR Report on green technologies	Event planning project	Essay or research report	Semester 2 examination
Knowledge and understanding of: <ul style="list-style-type: none"> various forms of texts exploring ideas and values of texts language and techniques used to convey meaning in texts. 	30%	5%	5%	5%	5%	10%
Skills in: <ul style="list-style-type: none"> reading, listening and viewing writing, speaking and representing 	30%	5%	5%	5%	5%	10%
Knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25%	5%	5%	5%	5%	5%
Skills in planning and working individually and collaboratively.	15%	0%	5%	5%	5%	0%
Marks	100%	15%	20%	20%	20%	25%
Assessed Outcomes		H1.1, H2.1, H2.2, H2.3, H4.1, H4.2	H1.1, H1.2, H1.4 H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	H1.1, H1.2, H1.3, H1.4 H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	H1.1, H1.2, H1.4 H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2

Food Technology

Outcomes to be assessed

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

HSC Assessment Tasks Schedule 2014/2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 , W6,7	Term 1, W3	Term 3, W2,3	Term 3, W7/8
		Australian Food Industry Case Study	Food Manufacture Research and Production	Nutritional Food Product Development	Trial HSC Examination
Knowledge and understanding of food technology	20%	5%	5%	0%	10%
Skills in researching, analysing and communicating food issues	30%	10%	5%	5%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	0%	15%	15%	0%
Skills in designing, implementing and evaluating solutions to food situations	20%	0%	0%	10%	10%
Marks	100%	15%	25%	30%	30%
Assessed Outcomes		H1.2, 1.4, 3.1	H1.1, 4.2	H1.3, 2.1, 4.1, 5.1	H1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1

General Mathematics 2

Outcomes to be assessed

- MG2H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MG2H-2 analyses representations of data in order to make inferences, predictions and conclusions
- MG2H-3 makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
- MG2H-4 analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
- MG2H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
- MG2H-6 makes informed decisions about financial situations, including annuities and loan repayments
- MG2H-7 answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
- MG2H-8 solves problems involving counting techniques, multistage events and expectation
- MG2H-9 chooses and uses appropriate technology to locate and organise information from a range of contexts
- MG2H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response.
- MG2H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

HSC Assessment Tasks Schedule 2014/2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W9	Term 1, W7	Term 2, W9	Term 3, W7/8
		Measurement & Algebra Task	Financial Mathematics Project	Data Analysis Project	Trial HSC Examination
Concepts, skills & techniques	50%	7.5%	10%	12.5%	20%
Reasoning & Communication	50%	7.5%	10%	12.5%	20%
Marks	100%	15%	20%	25%	40%
Assessed Outcomes		MG2H-3, MG2H-4, MG2H-5, MG2H-9, MG2H-10	MG2H-1, MG2H-3, MG2H-6, MG2H-9, MG2H-10	MG2H-1, MG2H-2, MG2H-7, MG2H-8, MG2H-9, MG2H-10	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10

Geography

Outcomes to be assessed

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W 8	Term 1, W3	Term 2, W 9	Term 3, W 7/8
		Field Work Report- Dorrigo	World cities presentation	Extended Response: Tourism	Trial HSC examination
Knowledge & understanding of course content	40%	5%	5%	10%	20%
Geographical tools & skills	20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork	20%	10%	5%	5%	0%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Marks	100%	25%	20%	25%	30%
Assessed Outcomes		H1, 2, 5, 6, 10, 11, 12, 13	H3, 5, 6, 7, 9, 10, 11, 12, 13	H1, 5, 6, 8, 10, 11, 12, 13	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

Industrial Technology

Outcomes to be assessed

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Term 4, Wk 5	Term 4, Wk 8	Term 3, Wk 2	Term 3, Wk 7/8
		Presentation: Major Project Ideas and	Materials; Quantities. Costs & Budget	Management Folio and Major Project	Trial HSC (Written Examination)
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40%	0%	10%	10%	20%
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%	20%	0%	30%	10%
Marks	100%	20%	10%	40%	30%
Assessed Outcomes		H1.2, H3.1, H3.2, H4.3, H5.1, H5.2	H3.3, H4.3, H5.1, H5.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H1.3, H3.1, H3.2, H3.3, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2

Information Processes and Technology

Outcomes to be assessed

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W3	Term 1, W7	Term 3, W3	Term 3, W7/8
		Learning Resource	Case Study	Major Project	Trial HSC Examination
Project Management	20%	10%	0%	5%	5%
Information Systems and Databases	20%	5%	0%	10%	5%
Communication Systems	20%	0%	0%	15%	5%
Transaction Processing Systems	20%	0%	15%	0%	5%
Multimedia Systems	20%	5%	5%	5%	5%
Marks	100%	20%	20%	35%	25%
Assessed Outcomes		H1.1, 1.2, 2.1, 2.2, 5.1, 6.1, 6.2, 7.1, 7.2	H1.1, 1.2, 2.1, 3.1, 4.1, 5.2, 6.1, 6.2, 7.1	H1.1, 2.2, 3.1, 3.2, 4.1, 5.1 5.2, 6.1, 6.2, 7.1, 7.2	H1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 5.1 5.2, 6.1, 7.1

Mathematics 2 Unit

Outcomes to be assessed

- H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 constructs arguments to prove and justify results
- H3 manipulates algebraic expressions involving logarithmic and exponential functions
- H4 expresses practical problems in mathematical terms based on simple given models
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6 uses the derivative to determine the features of the graph of a function
- H7 uses the features of a graph to deduce information about the derivative
- H8 uses techniques of integration to calculate areas and volumes
- H9 communicates using mathematical language, notation, diagrams and graphs

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Wk 9	Term 1, W5/6	Term 2, W8	Term 3, W7/8
		Task 1 Geometrical Applications of Differentiation Test	Task 2 Semester One Examination	Task 3 Applications of Calculus Investigation	Task 4 Trial HSC Examination
Concepts, skills & techniques	50%	10%	10%	15%	15%
Reasoning & communication	50%	10%	10%	10%	20%
Marks	100%	20%	20%	25%	35%
Assessed Outcomes		H1, H4 - H7, H9	H1, H2, H4 - H9	H1, H3 - H5, H8-H9	H1 – H9

Modern History

Outcomes to be assessed

- H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth- century studies
- H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1 ask relevant historical questions
- H3.2 locate, select and organise relevant information from different types of sources
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 W4	Term 1 W6/7	Term 2 W6	Term 3 W7/8
		Source Analysis: Trench Warfare	Documentary Video or Podcast: Russia under Stalin	Personality Study and Oral Presentation: Leon Trotsky	Trial Examination
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Source based skills: Analysis, synthesis and evaluation of historical information	20%	5%	5%	0%	10%
Historical Inquiry and research	20%	0%	5%	15%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Marks	100%	15%	25%	30%	30%
Assessed Outcomes		H1.2, H3.3, H3.4, H4.2	H1.1, H1.2, H2.1, H3.2, H4.1, H4.2	H1.1, H1.2, H3.1, H3.5	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2

Personal Development, Health, and Physical Education (PDHPE)

Outcomes to be assessed

- H1 describes the nature and justifies the choice of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Opt-3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
		Week 8, T4	Week , T2	Week 5, T3	Week 7/8, T3
		Disease Research Paper	Semester One Examination	Good, Better & Best Assignment	Trial HSC Exam
Knowledge and understanding ₁	40%	10%	10%	10%	10%
Skills – Practical ₂	30%	10%	5%	10%	5%
Skills – Thinking ₃	30%	10%	5%	10%	5%
Marks	100%	30%	20%	30%	20%
Assessed Outcomes		H1, 2, 3, 4, 5, 14, 15, 16	H1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17	H7, 8, 9, 10, 11, 16, 17	H1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17

Physics

Outcomes to be assessed

- H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2. analyses the ways in which models, theories and laws in physics have been tested and validated
- H3. assesses the impact of particular advances in physics on the development of technologies
- H4. assesses the impacts of applications of physics on society and the environment
- H5. identifies possible future directions of physics research
- H6. explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity
- H7. explains the effects of energy transfers and energy transformations
- H8. analyses wave interactions and explains the effects of those interactions
- H9. explains the effects of electric, magnetic and gravitational fields
- H10. describes the nature of electromagnetic radiation and matter in terms of the particles
- H11. justifies the appropriateness of a particular investigation plan
- H12. evaluates ways in which accuracy and reliability could be improved in investigations
- H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14. assesses the validity of conclusions from gathered data and information
- H15. explains why an investigation is best undertaken individually or by a team
- H16. justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W7	Term 1, W8	Term 2, W8	Term 3, W7/8
		Space Experiment	Motors and Generators Research Task	Assignment	Trial HSC Exam
Knowledge and understanding ₁	40%	10%	10%	5%	15%
Skills in: planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources	30%	5%	5%	10%	10%
Skills in: communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams	30%	5%	5%	10%	10%
Marks	100%	20%	20%	25%	35%
Assessed Outcomes		H2, 3, 5, 6, 9, 14	H1, 2, 10, 11, 13, 14	H3, 7, 8, 11,12,14	H1 - 14

VET Construction

Please refer to the KAS Vet Handbook

VET Primary Industries (Horticulture)

Please refer to the KAS Vet Handbook

Visual Arts

Outcomes to be assessed

- H1: initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H1: initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3: demonstrates an understanding of the frames when working independently in the making of art
- H4: selects and develops subject matter and forms in particular ways as representations in art-making
- H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7: applies their understanding of practice in art criticism and art history
- H8: applies their understanding of the relationships among the artist, artwork, world and audience
- H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigation of art
- H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, W9	Term 1, W5	Term 3, W5	Term 3, W7/8
		Initial Body of Work	Semester 1 Exam	Trial HSC Examination	Major Body of Work
Artmaking	50%	10%	0%	0%	40%
Art criticism and art history	50%	0%	25%	25%	0%
Marks	100%	10%	25%	25%	40%
Assessed Outcomes		H1, 2, 3, 4, 5, 6	H7, 8, 9, 10	H7, 8, 9, 10	H1, 2, 3, 4, 5, 6

Work Studies

Outcomes to be assessed

1. investigates a range of work environments
2. examine different types of work and skills for employment
3. analyse employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilizes strategies to plan, organize and solve problems
8. assesses influences on people's working values
9. evaluates personal and social influence on individuals and groups

HSC Assessment Tasks Schedule – 2014 / 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 , W 7	Term 2 , W 4	Term 3 W4	Term 4, W 5
Knowledge and Understanding	30	10%	10%	5%	5%
Skills	70	10%	10%	25%	25%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		3.5.6.7.8.9	1.2.5.6.7.8.9	1.2.3.4.5.6.7.8.9	1.2.3.4.5.6.7.8.9