



Covenant
Christian School
All knowledge through Christ

STUDENT INFORMATION GUIDE

HSC ASSESSMENTS
YEAR 12
2018-2019



PREFACE

Dear Parents and Students,

The purpose of this booklet is to explain how we will arrive at the assessment marks that we at Covenant, will submit to the NSW Education Standards Authority (NESA) for each student in each subject. Other matters relating to the Higher School Certificate are touched on briefly. If you have any queries about any of these matters, please feel free to speak to the HSC Coordinator about them.

Three marks will be reported at the Higher School Certificate for each subject – an examination mark, an assessment mark and an HSC mark. The HSC mark is the average of the examination mark and the assessment mark. A performance band, based on this average, will indicate your level of achievement in each subject. This means that the School assessment and final Examination performance have potentially equal weighting in the overall result for each subject.

All NSW Universities will use the Australian Tertiary Admissions Ranking (ATAR), which will be sent to students after their HSC results. The ATAR is calculated using the ten best units of subjects studied.

With the separation of Year 11 and 12 into Preliminary and HSC courses, assessments for the HSC relate only to the HSC courses. At Covenant, HSC courses will begin during Term 4 of Year 11 and assessments will be spread across the four terms of study (i.e. Term 4 this year and Terms 1-3 next year).

May I sound a note of caution: there is no doubt that assessment tasks are important, however, it would be a great pity if other tasks which are of major importance in preparation for the HSC examination were seen as less important, as the assessment marks submitted by the school will be moderated by the overall exam performance of our students.

We would urge students to see all that they do as of importance to God (Col 3:16-18). Your teachers will work at bringing a Christian perspective to bear in your studies, and understanding your place in God's world is a much bigger picture than just your HSC.

A student's performance during the year and in the final school and external examinations depends on adequate preparation by completing all tasks set. The NSW Education Standards Authority (NESA) sets as a requirement for satisfactory completion of a course "that students must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school". Where in the Principal's view there is not sufficient evidence that this has taken place, he may need to advise the NSW Education Standards Authority (NESA) that the course has not been satisfactorily completed. Such a subject will not appear on the Record of Achievement and this may mean the student is not eligible for the HSC if the remaining units total is less than 10.



Mr. W Rusin
Principal

CONTENTS

Assessment Procedures	1
HSC Assessment	1
Internal Assessment.....	1
Implementation of Assessment Programs	1
Practical Subjects.....	2
Student's Responsibility for Submission/Completion of assessment tasks	3
Illness and Misadventure Provisions	4
Approved Leave	4
Penalties for Failure to Complete Assessment Tasks, Late Submission and Invalid Absence.....	5
Malpractice and Plagiarism	6
Submission of Assessments to NESA and Review Procedures.....	6
Submission of Assessments to NESA and Review Procedures (cont.).....	7
Principal's Certification of Completion of Course Requirements.....	7
'N' Determinations.....	7
Australian Tertiary Admissions Ranking (ATAR)	8
Subject Department Policy Statements	9
Ancient History	10
Biology	11
Business Studies	12
Chemistry	13
Community and Family Studies (CAFS)	14
Dance	15
Design & Technology	16
Drama	17
Certificate III in Early Childhood Education and Care	18
Economics	19
English Advanced	20
English Standard	21

CONTENTS (CONT)

English Extension 1	22
English Extension 2	23
French Beginners	24
Geography	25
German Beginners	26
History Extension.....	27
Hospitality – Vocational Education (VET) Courses.....	28
Industrial Technology – Multimedia	29
Industrial Technology – Timber and Furniture Technologies.....	30
Legal Studies.....	31
Mathematics Advanced	32
Mathematics Extension 1	33
Mathematics Extension 2.....	34
Mathematics Standard 1	35
Mathematics Standard 2	36
Modern History	37
Music 1.....	38
Music 2.....	39
Music Extension	40
PDHPE	41
Physics.....	42
Science Extension	43
Society & Culture.....	44
Certificate II in Sport and Recreation	45
Studies of Religion I.....	46
Studies of Religion II	47
Textiles & Design	48
Visual Arts	49

ASSESSMENT PROCEDURES

HSC Assessment

For most Board Developed Courses, school-based assessment throughout the HSC course contributes to 50% of your HSC mark, and is reported on your Course Report and Record of Achievement.

For each course, schools prepare and administer an Assessment Program in accordance with the syllabus.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

All work presented in an assessment task must be your own.

At the conclusion of the HSC Assessment Program, the school will submit a school-based assessment mark to the Board for each of your courses, based on your performance in the assessment tasks. The assessment mark submitted is adjusted (moderated) by the Board to produce the assessment mark that appears on your results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.

Internal Assessment

The assessment marks submitted by the school for each course are intended to indicate students' achievements relative to each other at the end of the HSC course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- A wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;
- Multiple measures and observations made throughout the HSC course rather than a single, final examination.

It caters for knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

Implementation of Assessment Programs

For all courses other than VET courses, the assessments submitted to the NSW Education Standards Authority (NESA) will relate only to the HSC component of courses. At Covenant the HSC courses will commence during Term 4 of Year 12 and continue throughout Year 12. Assessment tasks will be spread throughout all four terms.

ASSESSMENT PROCEDURES (CONT)

Practical Subjects

The following subjects have a major work component: Dance, Design and Technology, Drama, Society & Culture, History Extension, Textiles & Design, English Extension 2, Industrial Technology, Music and Visual Arts. No Major Work developed for one subject may be submitted for assessment in any other HSC course. For example, wearable art produced for Visual Arts may not be submitted for Design and Technology.

It is strongly advised that students avoid selecting more than two practical subjects. Practical subjects are very demanding and time consuming. What usually happens is that one of the major projects suffers because of the focus on the other. Producing a major practical work can be very stressful and will require students to work ahead in their own time.

Undertaking three practical subjects is even more demanding and approval will not normally be given for this. The Principal may approve three practical subjects in exceptional circumstances and where the student has previously demonstrated the organisational ability and willingness to undertake such a heavy workload.

Should you choose a subject that requires you to create a practical project then you need to understand and adhere to the following guidelines:

- The projects must remain small enough so that they are manageable for you to complete on your own.
- The majority of the work must be completed in class time unless otherwise organised with the teacher in charge.
- Students may not seek permission to work on their projects while another class is in progress.

Students must use their allocated class time to seek advice from their teachers. They are not to expect access to their teachers during their teaching preparation time. In special situations teachers of practical subjects will negotiate with the class for their availability outside of class.

ASSESSMENT PROCEDURES (CONT)

Student's Responsibility for Submission/Completion of assessment tasks

In order to have studied a Board Course satisfactorily, the NSW Education Standards Authority (NESA) expects each candidate to have completed all assessment tasks. The responsibility lies at all times with the student to:

1. be present on the date on which an 'in school task' has been set/or to submit assessment tasks completed outside the school on the due date and by **8.45am**
2. check that nothing has been omitted or substituted in their submitted work. Failure to do so will not be grounds for a successful misadventure appeal.

As a general rule, no extensions of time will be given except where illness and misadventure provisions apply and are supported by documentary evidence. In these and other exceptional circumstances an application for an extension may be made in advance of the due date.

Assessment tasks should be submitted in one of the following ways:

1. Hard copy (in paper) to the School Office by 8.45am
2. Electronically via email, the school learning management system, or other means as directed by the class teacher
3. Practical tasks – as directed by the teacher

Students should be aware that it is their responsibility to ensure that tasks submitted via electronic means have been received by the due date and time. Students are warned that there are risks associated with electronic submission of work and it is therefore recommended that the work which is submitted electronically be submitted at least two days prior to the due date. The school is not responsible for any technical problems that the student experiences.

In the case of illness/misadventure, students should submit their work electronically as proof that they have completed a task. They may still be required to submit a hard copy as soon as possible thereafter, but it must not be different to the electronic version submitted earlier.

ILLNESS AND MISADVENTURE PROVISIONS

Where a candidate fails to submit an assessment task specified in the Assessment Program, or is absent on the day of an 'in school' task, and the teacher has prior knowledge of a valid reason, e.g. illness or approved leave, then a mark may be awarded based on a substitute or postponed task. In exceptional circumstances, e.g. where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate evidence.

All illness or misadventure claims must be supported by a medical certificate. Students must always contact the school on the day if they are unable to attend or submit an assessment task through illness or misadventure and they will then be advised of the action they should take. The medical certificate must be given to the Year 12 Coordinator on the first day back at school and an Illness and Misadventure Form completed.

Students are advised that the NSW Education Standards Authority (NESA) requires that in our Assessment Program we *assess the student's actual performance not potential performance. This means that the final overall assessment mark must not be modified to take into account possible effects of illness or domestic situations.* If, however, you consider that for unforeseen circumstances you were adversely affected during performance of an assessment task you may apply for a substitute task, a postponed task or an estimate.

In any case of illness or misadventure relating to an assessment task, the affected student will need to make a formal application to the Principal, via the Deputy Principal Curriculum, for approval to do a postponed or substitute task, before the marks for the task are returned. The form for doing this can be obtained from the HSC Coordinator.

This is also the case for any student who finds that they have HSC examinations and practical submission dates at the same time as any assessment task. Should this be the case, the HSC task will take preference over the assessment task.

Approved Leave

In exceptional circumstances, when a student knows he/she will not be at school for part of the assessment period, he/she should apply to the Principal before the period of absence for his approval of the leave.

If this is granted, alternative arrangements will be made for that student to complete any missed assessment tasks without penalty.

ILLNESS AND MISADVENTURE PROVISIONS (CONT)

Penalties for Failure to Complete Assessment Tasks, Late Submission and Invalid Absence

Invalid reasons for absence on the day of an 'in school' task will result in a mark of zero. Tasks completed out of school must be signed in at the School Office by 8.45am on the specified date. If a task is submitted after that time on the due date it will be subject to a penalty of 25% of the mark awarded for each 24-hour period, or part thereof, after the due time and date. Thereafter, it will receive a mark of zero.

In the exceptional case of a task completed but accidentally left at home on the due day, the Principal may give permission for arrangements to be made for its delivery to school. Under these circumstances, the Principal may waive the penalty for lateness if it is obvious that by late submission, the student has not gained any advantage.

In all cases where a mark penalty has been applied the student has the right to appeal to the Principal if they believe that there are extenuating circumstances and can demonstrate that they have not gained an advantage over other students.

Where an assessment task is undertaken outside of school supervision, it MUST be the sole work of the student. Where necessary, a parental statement to vouch for the fact that it is the student's own work may be required. Breach of this understanding or any misconduct during any assessment task, including examinations, may lead to a zero mark for the task concerned.

Where a candidate has been given zero marks because of failure to complete assessment tasks totalling more than 50% of the final course assessment marks, the Principal must certify that the course has not been studied satisfactorily.

Candidates attempting ten or more units who do not study a course satisfactorily will have neither Assessment nor Examination marks reported for those courses on which assessment requirements have not been met. This may mean that the student will not then be eligible for the award of the Higher School Certificate, depending on the number of units which have been studied satisfactorily.

MALPRACTICE AND PLAGIARISM

Malpractice is any activity undertaken by a student that allows you to gain an unfair advantage over others. It includes, but is not limited to:

- plagiarism
- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

If the malpractice is proven, a zero mark will be considered for that task. In some circumstances, the school may decide to administer a substitute task. The penalty will be appropriate to the seriousness of the offence.

Students must sign the assessment cover sheet acknowledging that their assessment task is entirely their own work.

Schools are required to enter all instances of proven malpractice in assessment tasks into the NSW Education Standards Authority (NESA) Register. All students must have completed the NESA course, "All My Own Work". Work submitted for assessment tasks must be student's own work.

Malpractice in the HSC will disqualify students from an award in that subject.

Submission of Assessments to NESA and Review Procedures

Students are reminded that, as assessments will cover a wider range of Syllabus Objectives than is tested by the HSC Examination alone, assessment rank order may differ from the rank order achieved in the examination.

Whereas students will know the mark they achieve and the weighting of each task, moderation procedures may be such that they will not necessarily be able to calculate the assessment mark submitted by the school to NESA. Any moderation procedures will be such that ranking in individual tasks will not be altered.

MALPRACTICE AND PLAGIARISM (CONT)

Submission of Assessments to NESA and Review Procedures (cont.)

The final assessment marks submitted by the school are not to be made available to the students, however the Board will provide an Order of Merit advice for each student detailing his/her position within the school group for each Board Course presented. This will be made available to the student on request at any time after the final Higher School Certificate paper for the cohort and within the period of time for appeals (sometime in late November).

Candidates may seek a review of their assessments if their position in the school's Order of Merit differs significantly from expectations they have from feedback on their performance on assessment tasks throughout the course.

An Assessment Review will relate only to the student's position in the school's Order of Merit and should focus on the school's procedures for determining the final assessment mark in that Order of Merit. Students are not entitled to seek a review of teachers' judgement of the worth of individual performance on assessment tasks as part of this formal review process. The results of individual assessment tasks may only be queried at the time the tasks are returned.

In the case that the student is not satisfied with the result of the School Review, provisions have been made for subsequent appeals to the Board. The only ground for appeal will be where the candidate alleges that the conduct of the earlier School Review did not comply with the Board's requirements.

Principal's Certification of Completion of Course Requirements

Students are reminded that satisfactory completion of a course involves participation in experiences that are integral requirements of the syllabus, e.g. assignments, practical work and participation in class, as well as completion of assessment tasks.

The Principal can only certify that you have satisfied the requirements for any course if there is evidence that you have applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If there is danger of your failing to meet these requirements, you will be given a warning letter in the hope that you will remedy the situation.

'N' Determinations

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the Principal will warn the student as soon as possible and advise the parent or guardian. This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an 'N' determination.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments will not be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination and advise the NSW Education Standards Authority (NESA).

AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of students overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark.

It is important to note that ranking depends solely on performance in the HSC.

The ATAR will be based on the aggregate of scaled marks in ten (10) units of ATAR courses, comprising:

- two units of English, and
- the best eight units chosen from the remaining units presented for examination.

SUBJECT DEPARTMENT POLICY STATEMENTS

The following pages contain a summary of each department's Assessment Policy which includes:

1. The mandatory components and weightings of the assessment for each subject as specified by the NSW Education Standards Authority (NESA).
2. An indication of the range of assessment tasks to be used at Covenant for each subject and the approximate timing by term for each task across the four terms of the Assessment Program, as well as the weight of each task as a proportion of the final assessment.

All departments reserve the right to vary this program as necessary. Students will be given adequate written notice of any such alterations.

As a general rule:

- Dates for assessment tasks to be completed in any term will be given to students at the beginning of that term.
- Any necessary details of the nature of the task will be given, in writing, at least two weeks prior to the date an assessment task is to be submitted or performed at school.

Students will be given meaningful feedback, their mark and rank on an individual task at the time of its return. The marks awarded to individual assessment tasks can only be queried at the time the tasks are returned.

Progressive rankings within individual subjects will only be reported to students after each of the two formal examination periods.

ANCIENT HISTORY

HSC ASSESSMENT GRID – ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Sources Presentation	Essay	Historical Analysis	Trial HSC Examination	
	Ancient Societies	Historical Periods	Personalities in their Times		
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	10	10		20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10		20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms		5	5	10	20
Mark (%)	20	25	25	30	100

BIOLOGY

Assessment of student performance in this subject will involve a range of activities including hands on practical tasks, written examinations and research assignments.

HSC ASSESSMENT GRID – BIOLOGY

Component	Task 1	Task 2	Task 3	Weighting (%)
	Skills and Problem Solving Task	Depth Study	Trial HSC Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Mark (%)	30	40	30	100

BUSINESS STUDIES

Assessment of student performance in Business Studies will involve four assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings, as indicated below, that are specified by the Board of Studies. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

HSC ASSESSMENT GRID – BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Topic Test	Business Investigation	Extended Response	Trial HSC Examination	
	Operations	Finance	Marketing		
	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	10	10	5	15	40
Stimulus-based Skills	5	10		5	20
Inquiry and research		5	15		20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Mark (%)	15	30	25	30	100

CHEMISTRY

Assessment of student performance in this subject will involve a range of activities including hands on practical tasks, written examinations and research assignments.

HSC ASSESSMENT GRID – CHEMISTRY

Component	Task 1	Task 2	Task 3	Weighting (%)
	Practical Task Chemical Equilibrium	Depth Study	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 2</i>	<i>Term 3</i>	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Mark (%)	30	40	30	100

COMMUNITY AND FAMILY STUDIES (CAFS)

Assessment of student work in this subject will comprise of a number of research and in-class tasks, giving students the opportunity to demonstrate their knowledge and understanding of key course components.

HSC ASSESSMENT GRID – CAFS

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	IRP	Research/ Brochure	In Class Essay	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors and nature of groups, families and communities.	10	10	5	10	35
Skills in: applying management processes to meet the needs of individuals, groups, families and communities, and planning to take responsible actions to promote wellbeing.		5	15	10	30
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.	10	10	5	10	35
Mark (%)	20	25	25	30	100

DANCE

In the HSC Dance course, the assessment tasks are spread across the various components of the course, including Dance Performance (20%), Dance Composition (20%) and Dance Appreciation (20%). A Major Study is also assessed which comprises 40% of the total mark. The major study can be undertaken in Performance, Composition, Appreciation or Dance and Technique.

HSC ASSESSMENT GRID – DANCE

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Solo Performance of Core Dance	Composition of Self Devised Work	Written Trial HSC Examination	Major Study	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Performance	20				20
Composition		20			20
Appreciation			20		20
Major Study				40	40
Mark (%)	20	20	20	40	100

DESIGN & TECHNOLOGY

Assessment of student performance in this subject will involve theoretical assessment (Innovation Case Study and exams) and practical assessment (Major Design Project, including a folio).

HSC ASSESSMENT GRID – DESIGN & TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Half Yearly Examination	Client Presentation	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	
Knowledge and understanding of course content		20	20		40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20			40	60
Mark (%)	20	20	20	40	100

* Mandatory task

DRAMA

Assessment of student performance in this subject will involve knowledge and understanding about skills in making drama through participation in various theatrical forms, performing using the elements of drama in both scripted and unscripted forms and critically studying the place and function of drama in our society.

HSC ASSESSMENT GRID – DRAMA

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Performance Essay Australian Drama and Theatre	Studies in Drama and Theatre	Project Submission/ Performance	Trial HSC Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Australian Drama and Theatre	20			10	30
Studies in Drama and Theatre		20		10	30
Development of Group Performance			20		20
Development of Individual Project			20		20
Mark (%)	20	20	40	20	100

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Assessment of student performance in this subject will involve developing understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact. They will spend 50% of their time interacting with Junior School students.

HSC ASSESSMENT GRID – EXPLORING EARLY CHILDHOOD

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Module 12 – Food and Nutrition	Module 6 – Children of Aboriginal and TSI Communities	Module 14 – Young Children with Special Needs	Practical Time in Transition, Kindergarten, Year 1 & Year 2	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Terms 4, 1, 2, 3</i>	
Knowledge and understanding	20	15	15		50
Skills				50	50
Mark (%)	20	15	15	50	100

ECONOMICS

Assessment of student performance in this subject will involve knowledge and understanding about skills in making drama through participation in various theatrical forms, performing using the elements of drama in both scripted and unscripted forms and critically studying the place and function of drama in our society.

HSC ASSESSMENT GRID – ECONOMICS

Component	Task 1	Task 2	Task 3	Task 5	Weighting (%)
	Research Task Globalisation	Topic Test Economic issues facing the Australian economy	Research Task Distribution of Income and Wealth in Australia	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	5	15	5	15	40
Stimulus-based Skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas & issues in appropriate forms	5	5	5	5	20
Mark (%)	20	30	20	30	100

ENGLISH ADVANCED

Assessment of student performance in this subject will involve a variety of assessment modes. Students will have the opportunity to show what they have learnt in a range of written and spoken assessments and exams. No assessment task is worth more than 30% of the total assessment marks for the course.

HSC ASSESSMENT GRID – ENGLISH ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Written Task	Multimodal Task	Trial HSC Examination	Written Task	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Common Module			15		15
Module A		25	5		30
Module B			5	25	30
Module C	20		5		25
Mark (%)	20	25	30	25	100

ENGLISH STANDARD

Assessment of student performance in this subject will involve a variety of assessment modes. Students will have the opportunity to show what they have learnt in a range of written and spoken assessments and exams. No assessment task is worth more than 30% of the total assessment marks for the course.

HSC ASSESSMENT GRID – ENGLISH STANDARD

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Written Task	Multimodal Task	Trial HSC Examination	Written Task	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Common Module			15		15
Module A			5	25	30
Module B		25	5		30
Module C	20		5		25
Mark (%)	20	25	30	25	100

ENGLISH EXTENSION 1

Assessment for English Extension 1 will assist acquisition of requisite skills and knowledge for this course. Students will undertake independent investigation, generate creative pieces and analyse a range of texts, both prescribed and self-selected.

HSC ASSESSMENT GRID – ENGLISH EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting (%)
	Creative Task	Multimodal Task	Trial HSC Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding	15	20	15	50
Skills	15	20	15	50
Mark (%)	30	40	30	100

ENGLISH EXTENSION 2

Assessment for English Extension 2 will focus upon the two main objectives for the course: independent investigation and sustained composition. The three tasks will aid student progress as in the design, development and realisation of the major work. Note that there are no exams for this course.

HSC ASSESSMENT GRID – ENGLISH EXTENSION 2

Component	Task 1	Task 2	Task 3	Weighting (%)
	Viva Voce (including written proposal)	Literature Review	Critique of the Creative Process	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Mark (%)	30	40	30	100

FRENCH BEGINNERS

Assessment of student performance in French will involve four tasks covering listening, reading, speaking and writing.

HSC ASSESSMENT GRID – FRENCH BEGINNERS

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Listening	5	15		10	30
Reading			20	10	30
Speaking	5	10		5	20
Writing	5		10	5	20
Mark (%)	15	25	30	30	100

GEOGRAPHY

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	In-class Extended Response Ecosystems at Risk	Research Activity Urban Places	Fieldwork and Extended Response People and Economic Activity	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	5	10	10	15	40
Geographical tools and skills		10	5	5	20
Geographical inquiry and research, including fieldwork	5		10	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Mark (%)	15	25	30	30	100

GERMAN BEGINNERS

Assessment of student performance in German will involve a range of activities in each of the areas of listening, reading, speaking and writing.

HSC ASSESSMENT GRID – GERMAN BEGINNERS

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Listening	5	15		10	30
Reading			20	10	30
Speaking	5	10		5	20
Writing	5		10	5	20
Mark (%)	15	25	30	30	100

HISTORY EXTENSION

HSC ASSESSMENT GRID – HISTORY EXTENSION

Component	Task 1	Task 2	Task 3	Weighting (%)
	Historical Process (proposal, process log, annotated sources)	Essay	Trial HSC Examination	
	History Project	History Project		
	<i>Term 1</i>	<i>Term 3</i>	<i>Term 3</i>	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Mark (%)	30	40	30	100

HOSPITALITY – VOCATIONAL EDUCATION (VET) COURSES

ASSESSMENT

This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

EXTERNAL ASSESSMENT – HSC EXAMINATION

The Higher School Certificate examination for Hospitality Operations (240 hours) will involve a written examination made up of multiple choice items, short answers and extended response items. The questions in the examination will be drawn from the Units of Competency and the HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications. It is optional.

PARTICULAR COURSE REQUIREMENTS

Hospitality is a dual certificate course. Students will gain their HSC 2 Units and have marks go towards their ATAR, and they will also work towards receiving a Certificate II in Hospitality Kitchen Operations. This is a 240 hour course and attendance is a vital component in the course.

HSC Requirements:

1. Complete 35 hours of work placement in Year 11 and in Year 12. Students must complete the Year 11 placement before they can move onto Year 12.
2. Students must sit their HSC exams.
3. The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:
 - a. **followed** the course developed or endorsed by NESAs
 - b. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
 - c. **achieved** some or all the course outcomes.

VET Requirements:

1. Complete 35 hours of work placement in Year 11 and in Year 12. Students must complete the Year 11 placement before they can move onto Year 12.
2. Complete an additional placement of 12 service periods to gain their Use Cookery Skills Effectively unit.
3. Complete all written competency tasks, gaining 100% over three attempts.
4. Complete all observation tasks so that practical skills can be assessed over multiple times. These tasks will run throughout the course. Attendance is vital so these skills can be learned, practiced, displayed and assessed before a competent status can be recorded.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

The following tasks are designed to assess student theoretical and practical knowledge. These tasks include a research project, an exam, presentation and progressive feedback towards the Major Industrial Technology project and folio.

HSC ASSESSMENT GRID – INDUSTRIAL TECHNOLOGY – MULTIMEDIA

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Designing and Planning Presentation	Industry Study	Half Yearly Examination	Project Development and Management Video	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	
Knowledge and understanding of course content	5	15	20		40
Knowledge and skills in the design, management, communication and production of a major project	20	5	5	30	60
Mark (%)	25	20	25	30	100

INDUSTRIAL TECHNOLOGY – TIMBER AND FURNITURE TECHNOLOGIES

Assessment of student performance in this subject will include the study of a business in the Timber and Furniture industry, a formal examination, and tasks related to the design, management, communication and production of a major project, folio and video.

HSC ASSESSMENT GRID – INDUSTRIAL TECHNOLOGY – TIMBER AND FURNITURE TECHNOLOGIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Designing and Planning Presentation	Industry Study	Half Yearly Examination	Project Development and Management Video	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	
Knowledge and understanding of course content	5	15	20		40
Knowledge and skills in the design, management, communication and production of a major project	20	5	5	30	60
Mark (%)	25	20	25	30	100

LEGAL STUDIES

Assessment of student performance in Legal Studies will involve four assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings, as indicated below, that are specified by the Board of Studies. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

HSC ASSESSMENT GRID – LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Research Essay Crime	Topic Test Human Rights/ Crime	Family Law Essay	Trial HSC Examination	
	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	5	15	5	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	10		10		20
Communication of Legal Studies information, issues and ideas in appropriate forms	5		5	10	20
Mark (%)	25	20	25	30	100

MATHEMATICS ADVANCED

Assessment of student performance in Mathematics Advanced will involve four tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for Concepts, Skills and Techniques, and Reasoning and Communication. In addition to the half yearly and Trial HSC examinations, students will be required to show a deeper level of understanding in key topic areas through assessment tasks.

HSC ASSESSMENT GRID – MATHEMATICS ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	In Class Test	In Class Test	Extended Assessment Task	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	10	15	15	50
Mark (%)	20	25	25	30	100

MATHEMATICS EXTENSION 1

Assessment of student performance in Mathematics Extension 1 will involve three tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for Concepts, Skills and Techniques, and Reasoning and Communication. In addition to the Half Yearly and Trial HSC examinations, students will be required to show a deeper level of understanding in key topic areas in the other assessment task.

HSC ASSESSMENT GRID – MATHEMATICS EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting (%)
	In Class Test	Extended Assessment Task	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 2</i>	<i>Term 3</i>	
Concepts, Skills and Techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
Mark (%)	30	30	40	100

MATHEMATICS EXTENSION 2

Assessment of student performance in Mathematics Extension 2 will involve four tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for Concepts, Skills and Techniques, and Reasoning and Communication. In addition to the Half Yearly and Trial HSC examinations, students will be required to show a deeper level of understanding in key topic areas through assessment tasks.

HSC ASSESSMENT GRID – MATHEMATICS EXTENSION 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	In Class Test	Extended Assessment Task	In Class Test	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Concepts, Skills and Techniques	10	10	15	15	50
Reasoning and Communication	10	15	10	15	50
Mark (%)	20	25	25	30	100

MATHEMATICS STANDARD 1

Assessment of student performance in Mathematics Standard 1 will involve four tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for Concepts, Skills and Techniques, and Reasoning and Communication. In addition to the half yearly and Trial HSC examinations, students will be required to show a deeper level of understanding in key topic areas through assessment tasks.

HSC ASSESSMENT GRID – MATHEMATICS STANDARD 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Extended Assessment Task	In Class Test	Extended Assessment Task	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	10	15	15	50
Mark (%)	20	25	25	30	100

MATHEMATICS STANDARD 2

Assessment of student performance in Mathematics Standard 2 will involve four tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for Concepts, Skills and Techniques, and Reasoning and Communication. In addition to the half yearly and Trial HSC examinations, students will be required to show a deeper level of understanding in key topic areas through assessment tasks.

HSC ASSESSMENT GRID – MATHEMATICS STANDARD 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	In Class Test	In Class Test	Extended Assessment Task	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	10	15	15	50
Mark (%)	20	25	25	30	100

MODERN HISTORY

HSC ASSESSMENT GRID – MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Sources Task Power and Authority in the Modern World 1919-1946	Historical Analysis National Studies	Research Essay Peace and Conflict	Trial HSC Examination	
	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	5	5	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	10			20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms		5	10	5	20
Mark (%)	20	25	25	30	100

MUSIC 1

Assessment of student performance in this subject will involve the four learning areas of Performance, Musicology, Composition and Aural. There will also be a focus on their chosen electives which can be any combination of Performance, Composition and/or Musicology.

HSC ASSESSMENT GRID – MUSIC 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Original Composition and Viva	Aural Half Yearly Examination	Presentation of Electives 1 and 2 and Core Performance	Final Presentation of Electives and Core Performance	
	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Performance			5	5	10
Musicology	10				10
Composition	10				10
Aural		25			25
Electives			10	35	45
Mark (%)	20	25	15	40	100

MUSIC 2

Assessment of student performance in this subject will involve the four learning areas of Performance, Musicology, Composition and Aural. There will also be a focus on their chosen elective which can be Performance, Composition or Musicology.

HSC ASSESSMENT GRID – MUSIC 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Original Composition and Portfolio	Aural Half Yearly Examination	Musicology Task	Presentation of Electives and Core Performance	
	<i>Term 1</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Performance				20	20
Musicology		10	10		20
Composition	20				20
Aural		20			20
Electives				20	20
Mark (%)	20	30	10	40	100

MUSIC EXTENSION

Assessment of student performance in this subject will involve two tasks from their chosen field of study; Performance, Musicology or Composition.

HSC ASSESSMENT GRID – MUSIC EXTENSION

Component	Task 1	Task 2	Weighting (%)
	<i>Term 1</i>	<i>Term 3</i>	
Performance, Musicology or Composition	50	50	100
Mark (%)	50	50	100

Assessment of student performance in this subject will involve students completing a range of tasks including written examinations, research and presentation tasks as well as practical tasks and application of knowledge to real life scenarios.

HSC ASSESSMENT GRID – PDHPE

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Core 1 – Research Task	Core 2 – In Class Essay	Research and Planning Task (Option 4)	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 1</i>	<i>Term 3</i>	
Knowledge and understanding of: <ul style="list-style-type: none"> Factors that affect health; The way the body moves 	10	10	10	10	40
Skills in: <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve participation and performance in physical activity 	5	5	5	10	25
Skills in critical thinking, research and analysis	10	5	5	15	35
Mark (%)	25	20	20	35	100

PHYSICS

Assessment of student performance in this subject will involve a range of activities including hands on practical tasks, written examinations and research assignments.

HSC ASSESSMENT GRID – PHYSICS

Component	Task 1	Task 2	Task 3	Weighting (%)
	Practical Task	Depth Study	Trial HSC Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Mark (%)	30	40	30	100

SCIENCE EXTENSION

Assessment of student performance in this subject will involve a range of activities including hands on practical tasks, written examinations and research assignments.

HSC ASSESSMENT GRID – SCIENCE EXTENSION

Component	Task 1	Task 2	Task 3	Weighting (%)
	Section 1 of the Scientific Research Portfolio	Section 2 of the Scientific Research Portfolio	Final Scientific Research Report	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Communicating scientifically	10	5	15	30
Gathering, recording, analyzing and evaluating data		15	15	30
Application of scientific research skills	20	10	10	40
Mark (%)	30	30	40	100

SOCIETY & CULTURE

Assessment of student performance in Society and Culture will involve four assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings, and indicated below, that are specified by the Board of Studies. The variety of tasks give students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

HSC ASSESSMENT GRID – SOCIETY & CULTURE

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Research Essay	Topic Test Depth Study/ Community/ Change	Research Essay	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methodologies	10	5	10	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Mark (%)	25	20	25	30	100

CERTIFICATE II IN SPORT AND RECREATION

Assessment of student performance in this subject will involve developing understanding, skills and strategies to enable students to develop basic functional knowledge and skills for work in customer contact positions or in the sport or community recreation industry. Students will undertake a range of administrative activities and functions within a team and under supervision in which they will be required to use practical skills and basic sport and recreation industry knowledge.

Students are required to attend 35 hours of mandatory NESA work placement by the end of Term 3, 2019.

Assessment is competency based and will include a variety of tasks including; observational, written, practical and skills based tests.

HSC ASSESSMENT GRID – CERTIFICATE II IN SPORT AND RECREATION

Component
Organise and complete daily work activities
Assist with activity sessions
Provide quality service
Respond to emergency situations
Work effectively in sport, fitness and recreation environments
Maintain sport, fitness and recreation industry knowledge
Use digital technology for routine workplace tasks
Maintain sport fitness and recreation facilities
Maintain equipment for activities
Provide equipment for activities
Use strategies to respond to routine workplace problems
Sports Coaching

STUDIES OF RELIGION I

HSC ASSESSMENT GRID – STUDIES OF RELIGION I

Component	Task 1	Task 2	Task 3	Weighting (%)
	Religion and belief systems in Australia post-1945	Religious Tradition	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	20			20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms		10	10	20
Mark (%)	30	40	30	100

STUDIES OF RELIGION II

HSC ASSESSMENT GRID – STUDIES OF RELIGION II

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Religion and belief systems in Australia post-1945	Religion and Peace	Religious Traditions	Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content			10	30	40
Source-based skills	10		10		20
Investigation and research		10	10		20
Communication of information, ideas and issues in appropriate forms	10	10			20
Mark (%)	20	20	30	30	100

TEXTILES & DESIGN

Assessment of student performance in this subject will involve showing an understanding of textiles and the textile industry, as well as displaying skills in the design and manufacture of a Major Textiles Project (MTP), relating to a selected focus area, as well as supporting documentation.

HSC ASSESSMENT GRID – TEXTILES & DESIGN

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Australian Designer Research	MTP Inspiration, Visual Design	Half Yearly Examination	MTP Experimentation	
	<i>Term 4</i>	<i>Term 4</i>	<i>Term 1</i>	<i>Term 2</i>	
Knowledge and understanding of textiles and the textiles industry	20	10	10	10	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes, using appropriate technologies		20	10	20	50
Mark (%)	20	30	20	30	100

VISUAL ARTS

Student performance in this subject will be assessed on their understanding of the Frames, Conceptual Framework, Art Practice, Historical and Critical Writing and Art Making. Students will complete one written task and the Trial HSC. They will initiate, develop and complete a Body of Work (BOW). Early research/development of the BOW and documentation in the VAPD will be assessed. Conceptual strength and physical resolution of the BOW will be assessed near completion.

HSC ASSESSMENT GRID – VISUAL ARTS

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Critical Writing	Development of BOW and VAPD	Resolution of Body of Work	Written responses from Trial HSC Examination	
	<i>Term 4</i>	<i>Term 1</i>	<i>Term 3</i>	<i>Term 3</i>	
Art Making		15	35		50
Art Criticism and Art History	20			30	50
Mark (%)	20	15	35	30	100



Telephone: 02 8459 4200

Email: admin@covenant.nsw.edu.au

212 Forest Way (enter via Dell Street) Belrose NSW 2085 Australia

PO Box 6154 Frenchs Forest DC NSW 2086 Australia