

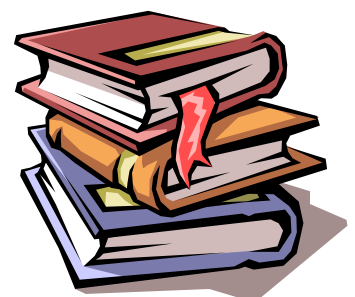


Girraween High School

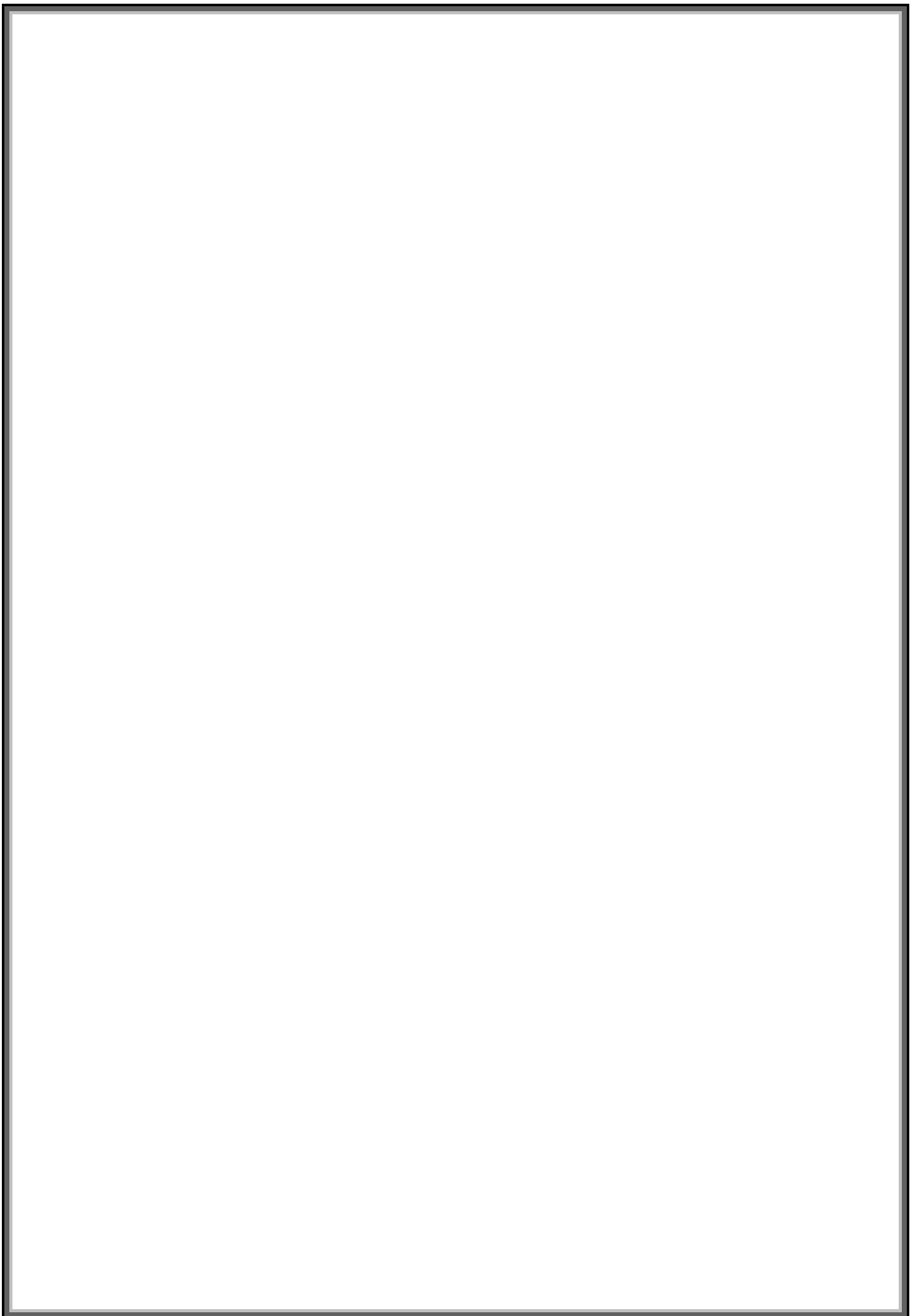


2008 – 2009

HSC



Assessment Policy Booklet



A message from the Principal

This booklet contains important information which will assist you in fulfilling all the requirements for the Higher School Certificate.

It contains five sections:

- General Information about the Higher School Certificate
- Higher School Certificate Credentials
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of the Board of Studies requirements for the HSC and Girraween High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably. Following these will enable you to maximise your marks. Remember that your school assessment will contribute 50% to your final HSC result. It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment.

Commitment, organisation and planning will be the keys to a successful year for you. It is most important that you draw up your own personal assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in keeping up, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything you should seek help immediately. The school really wants every one of you to succeed and reach your potential. We will work with you to solve problems. If we do not know there is a problem we cannot help.

These people will be able to advise you:

- your Year Adviser
- the School Counsellor
- the Deputy Principals
- the Principal
- the relevant Head Teacher or your classroom teacher for subject specific issues.

One of the most important things you can do for yourself is to ensure that you have balance in your lives during this year. The HSC is an important part of your life but it is not your whole life. Make sure that you include in your planning some relaxation time, some exercise and some time with friends. This will help you reduce stress and be more focussed when you are working. Explain your study plan to your parents and family and enlist their support during this time.

Remember that all of you are very capable and that if you make a commitment and do your best you will achieve your goals.

I wish each of you a successful and fulfilling year.

Mary Ann Das Neves
Principal

1. GENERAL INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

1.1 INTRODUCTION

Performance in Higher School Certificate Assessment is as important as your performance in the HSC Examination. The Board of Studies has set requirements for both schools and students. (Syllabus and assessment information is available on the Board of Studies website: www.boardofstudies.nsw.edu.au) Students must ensure they are aware of these requirements. Further information or any other matter relating to senior assessment can be obtained from the Year Adviser or Deputy Principal.

1.2 THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate, students must:

- a) have gained the School Certificate or such other qualifications as the Board of Studies considers satisfactory
- b) **satisfactorily complete courses** that comprise the pattern of study required by the Board of Studies for the award of the Higher School Certificate
- c) complete assessment requirements for a sufficient number of courses including practical, oral or project works
- d) sit for and make a serious attempt at the required Higher School Certificate examinations.

1.3 PATTERN OF STUDY

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Preliminary Courses, and at least 10 units of HSC Courses.

Both the Preliminary and HSC patterns of study **MUST** include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses which are of two unit value (or greater), and
- at least four subjects.

(Note: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Preliminary units and six HSC units can be counted from Science courses.)

1.4 SATISFACTORY COMPLETION OF A COURSE

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

- a) **followed the course developed or endorsed by the Board of Studies**
- 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 of the course outcomes.**

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. Note also students must make a serious attempt at assessment tasks in excess of 50% of the available marks for a course for the Principal to deem them as satisfactorily completing the course.

If the Principal determines that a student has not fulfilled the above criteria, the student will be given a written warning in sufficient time to correct any problems regarding their application or completion of courses. If the problem is not corrected, then the student will be deemed **UNSATISFACTORY** in that course and an ‘N’ **determination** will be made (see 3.23. See pages 18, 19 for sample copy of Official Warning Letter). In particular, student absence will be regarded seriously, since non-attendance will make it very difficult for students to fulfil course requirements. There is a formal appeals process available to all students and this can be explained by the Year Adviser, Deputy Principal or Principal (see 3.24).

2. HIGHER SCHOOL CERTIFICATE CREDENTIALS

2.1 THE HIGHER SCHOOL CERTIFICATE

School-based assessment tasks will contribute to 50% of your marks at the HSC. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. This Assessment Booklet explains the procedures and requirements of the school assessment program.

Note: Assignments and projects developed for assessment in one subject may not be used either partially or in full for assessment in any other subject.

The other 50% of the marks will be based on your performance in the HSC examination for each subject.

The Higher School Certificate is a **testamur** document, issued by the Board of Studies, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of your Higher School Certificate, you will receive a portfolio containing:

- *The HSC Testamur* – the official certificate confirming that you have fulfilled all the requirements for the award of the Higher School Certificate.
- *The Record of Achievement* – lists the courses you have successfully completed, as well as the marks and bands you have achieved in each course.
- *Course Reports* – for every HSC Board-Developed course, students receive a Course Report showing their marks, the Performance Scale for that course, and the Performance Band description for the course. A graph showing the statewide distribution of marks in the course is also shown.

2.2 THE YEAR 12 RECORD OF ACHIEVEMENT

This is a document which provides the actual Higher School Certificate results – courses studied, with their examination mark, assessment marks and percentile bands. For all courses involving an external examination, the Record of Achievement will show two sets of marks and indicate the position of that student in relation to all NSW students who studied the course.

The first set of marks will be the examination results in each course which has been studied and presented for the HSC examination.

The second set of marks will be the **moderated** assessment of the student in each course studied. The assessment scores provided by the school will be ‘moderated’ (adjusted) according to the school’s performance in the external HSC examination in that course.

2.3 MODERATED ASSESSMENT MARKS

Each school conducts an Assessment Program for its students in each course, and reports students’ assessment marks to the Board of Studies. Every school, therefore, assesses its own students individually on work done for each HSC course provided at the school.

Schools use different assessment tasks, have different marking standards, and have students of varying abilities. Due to these differences, the process of **moderation** is needed to allow students’ assessment marks to be compared.

Moderation adjusts the assessment marks of a school group by using their Examination Marks in that course. The Moderated Assessment Marks on the Record of Achievement can be used to compare the performances of students at different schools who have completed the same course.

2.4 PERFORMANCE BANDS

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who completed the course.

For 2 Unit Courses, the maximum possible marks is 100, and:

Band 6 corresponds to marks from 90 to 100

Band 5 corresponds to marks from 80 to 89

Band 4 corresponds to marks from 70 to 79

Band 3 corresponds to marks from 60 to 69

Band 2 corresponds to marks from 50 to 59

Band 1 corresponds to marks from 0 to 49.

Extension courses are of 1 unit value and have a maximum possible mark of 50, with the exception of Mathematics Extension 2. Four bands are used in reporting extension courses:

Band E4 corresponds to marks from 45 to 50

Band E3 corresponds to marks from 35 to 44

Band E2 corresponds to marks from 25 to 34

Band 1 corresponds to marks from 0 to 24.

2.5 SCALING FOR THE UNIVERSITY ADMISSIONS INDEX (UAI)

Using both the scaled Examination Marks and moderated Assessment Marks, the University Admissions Centre carries out a further scaling process which leads to the calculation of each student's University Admissions Index (UAI).

The UAI is a number between 0.00 and 100.00 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

The marks awarded to each student in each course are re-adjusted taking into account the general ability level of the group of students doing each course. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the UAI. It is not possible to obtain the UAI by a combination of the marks or percentile bands which appear on the Record of Achievement.

A candidate's UAI is based upon the scaled aggregate of the marks in the best ten units of Board-Developed course, subject to the following conditions:

- a) the best two units of English must be included in the UAI
- b) the best eight units from the remaining Board-Developed Courses are included
- c) no more than two units of Category B courses may be included.

The UAI is a **RANK** OUT OF 100. It is not a mark, and its only purpose is to select students for university courses in a competitive context.

(Further information is available on the UAC website: www.uac.edu.au)

3. SCHOOL ASSESSMENT PROCEDURES

The Board of Studies requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

3.1 RIGHTS AND RESPONSIBILITIES

The school is responsible for:

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task
- d) keeping records of each student's performance on each assessment task
- e) providing students with information on their progress.

Different courses will have different numbers and types of assessment tasks.

Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

Students are responsible for:

- a) meeting all course requirements, including attendance at classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for that course (see 3.23, 3.24).
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before the due date
- g) being present for all 'in-class' tasks and examinations.

3.2 ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This Assessment Booklet provides you with an assessment schedule for each of your subjects (see pages 20–47). Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks (see pages 48, 49) – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Students must be informed in writing of the ACTUAL date and details of the assessment task, at least **TWO WEEKS** before the task.

No assessment tasks are to be scheduled during the week **immediately preceding the Year 12 Half Yearly** examinations or the **week immediately preceding the Trial HSC** examinations.

3.3 NOTIFICATION OF ASSESSMENT TASKS

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks notice provided the task is not being brought forward. *Any changes of date will be notified in writing.*

Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this Assessment Booklet. When this

occurs, students **MUST** be informed of any changes to the date – in writing, and **TWO WEEKS** in advance. The Principal is to be consulted if it is not possible to give two weeks notice for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed and students will be informed in writing of the re-scheduled date of the task at least two weeks in advance.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided.

3.4 ABSENCE WHEN A TASK IS NOTIFIED

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their Year or the Principal an ***Assessment Task Appeal Form*** (with relevant documentation – see 3.8 below. See page 17 for sample copy of form).

3.5 SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE (see 3.8, 3.10 and 3.16 below).

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3.6 EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal or Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal responsible for their Year or the Principal using the school's ***Assessment Task Appeal Form*** (see page 17) **well before the due date** of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness.

If your extension is not granted, you must submit the incomplete task on the due date.

Unless prior application for an extension has been approved by the Deputy Principal or Principal, the late submission of a task will result in **ZERO** marks being awarded for that task (see 3.10 and 3.16 below).

3.7 PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Deputy Principal responsible for their Year or the Principal and follow 3.6 above.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must **NOTIFY THE DEPUTY PRINCIPAL AND THEIR CLASS TEACHER**, and submit the work before the due date. Students who fail to submit the task before the due date and do not make arrangements for its submission on the due date **MUST** complete an *Assessment Task Appeal Form* as in 3.8 below.

3.8 ABSENCE DUE TO ILLNESS/MISADVENTURE

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Deputy Principal or Principal, then a mark of **ZERO** will be awarded (see 3.16 below). If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal or Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, may submit to the Deputy Principal for their Year or the Principal an *Assessment Task Appeal Form* (see page 17). A student may also submit an *Assessment Task Appeal Form* to the Deputy Principal or Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant class teacher by 9.00 am on the due date, **or** to carry out the following procedures:

- (i) notify the school by telephone by 9:00 am on the day the assessment task is due –
 - to speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day
- or**
 - to inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted
- (ii) **on the day of their return to school**, see the Deputy Principal or Principal to submit an *Assessment Task Appeal Form*. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate *for the relevant time period*. **Medical certificates obtained after the event will not be accepted.**

Note: in the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if:

- (i) no **Assessment Task Appeal Form** is submitted to explain their absence (see 3.16)
- (ii) the Assessment Task Appeal submitted by the student is not approved (see 3.16).

Students who are absent from school for a valid reason on the day of an assessment task **MUST**:

- (i) notify the school by telephone by 9:00 am on the day of the assessment task to inform the relevant Head Teacher that they will be unable to complete the task on that day, and give an anticipated date for their return to school
- (ii) **on the day of their return to school**, see the Deputy Principal or Principal to submit an **Assessment Task Appeal Form**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day of the assessment task***. **Medical certificates obtained after the event will not be accepted.**
- (iii) be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school**. Where appropriate, the Deputy Principal or Principal may authorise for the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Deputy Principal or Principal may authorise for an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if:

- (i) no **Assessment Task Appeal Form** is submitted to explain their absence (see 3.16)
- (ii) the Assessment Task Appeal submitted by the student is not approved (see 3.16).

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student **MUST**:

- (i) **on the day of the task**, see the Deputy Principal or Principal to obtain an **Assessment Task Appeal Form** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal or Principal an appropriate time-frame to complete the **Assessment Task Appeal Form**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** obtain a medical certificate ***for the relevant time period***.

- (ii) return the completed *Assessment Task Appeal Form* to the Deputy Principal or Principal, with the required independent evidence, as per the time-frame agreed upon in (i).

In the case of a student who has completed an assessment task and has submitted an *Assessment Task Appeal Form* since they believe exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance:

- (i) if the Assessment Task Appeal is not approved, then the student will receive the mark they actually gained on the task
- (ii) if the Assessment Task Appeal is approved, then the student will receive either the mark actually gained on the task or an estimated mark (based on appropriate previous assessment tasks), whichever is the higher. Before the final HSC assessment marks are calculated (that is, before the final school report and before the assessment marks are submitted to the Board of Studies), the estimated mark for this task will again be calculated (based on all the appropriate assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

Note: **appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.**

3.9 ABSENCE ON THE DAY BEFORE A TASK AND ATTENDANCE ON THE DAY OF A TASK

Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. **Medical certificates obtained after the event will not be accepted.**

If proof of illness or leave is not approved, then the student's assessment mark for that task will be **reduced by 10%**.

A student who becomes ill or suffers an illness/misadventure at school on the day of an assessment task **MUST** report to the school Front Office, the Year Adviser or the relevant class teacher. If the student is ill but decides to do the assessment task, the student should notify the class teacher **BEFORE** the assessment task commences.

A student who suffers an illness or misadventure at school on the day of an assessment task may submit an *Assessment Task Appeal Form* (see 3.8 above).

3.10 LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Deputy Principal or Principal receives a completed *Assessment Task Appeal Form* that provides an acceptable explanation for the late submission of a task (see 3.8 above), the student will receive ZERO marks for that task (see 3.16 below).

3.11 GRANTING OF AN ASSESSMENT TASK APPEAL

If an Assessment Task Appeal has been approved, then the Deputy Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Important Note: **Your application for an Assessment Task Appeal is no guarantee that it will be approved.**

3.12 MARKS AWARDED FOR SUBSTITUTE TASKS/EXTENSIONS OF TIME

In those cases where a substitute task has been authorised (as above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This is necessary because a substitute task does not always duplicate the same conditions and content as the original task.

Where a substitute task cannot be given, a mark will be allocated with the approval of the Principal.

3.13 EXCURSIONS AND FIELD TRIPS

Students must attend those excursions and field trips, which are part of the HSC course assessment and complete the set work.

Excursions will not be scheduled after Term 1 2008. The Principal may allow excursions to run after this time but only in exceptional circumstances.

3.14 TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Chung for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

3.15 ORAL TASKS

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally). In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation.

3.16 ZERO MARKS

A ZERO mark will be awarded when a student:

- submits a task late (without a valid reason) (see 3.10 above)
- does not attempt a task (non-attempt) (see 3.17 below)
- does not make a serious attempt at a task (non-serious attempt) (see 3.17 below)
- is found to be involved in malpractice (see 3.19 below).

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course (see 3.18, 3.23 and 3.24. See pages 18, 19 for sample copy of Official Warning Letter).

3.17 NON-ATTEMPT OF TASKS OR NON-SERIOUS ATTEMPT OF TASKS

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO will be awarded (see 3.16 above).

Where the Deputy Principal or Principal deem a student to have made a non-serious attempt, a mark of ZERO will be awarded (see 3.16 above).

A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

3.18 COMPLETION OF 50% OF TOTAL VALUE OF TASKS

Students **MUST** complete **more than 50%** of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then the Board of Studies will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course (see 3.23, 3.24. See pages 18, 19 for sample copy of Official Warning Letter).

3.19 MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

Malpractice includes, but is not limited to:

- cheating
- attempting to cheat
- assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not submitted by the due date.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded (see 3.16 above).

3.20 NON-DISCRIMINATING OR INVALID TASKS

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set.

In these circumstances, the Principal may determine that another task be done, and/or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised.

If an alternative task is to be given the students must be informed in writing (with sufficient notice).

3.21 COURSE CHANGES, LATE ENROLMENTS, ACCELERANTS AND ACCUMULANTS

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. Board of Studies entrance and completion dates for courses must be adhered to.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Preliminary and HSC Assessment, but this cannot be guaranteed.

Accumulants are to meet the same course requirements as other students. In the case of an accumulant who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted without the special permission of the Principal.

3.22 DISPUTES REGARDING ASSESSMENT TASKS

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.

The Head Teacher's decision is final. Where the class teacher is the Head Teacher, the student has no further avenue for review.

Note: The Principal is the final arbiter in all assessment matters.

3.23 WARNING OF ‘N’ DETERMINATION

Students undertaking the HSC Course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, *regardless of whether or not these tasks contribute to the final assessment mark*. It is a matter for the class teacher’s professional judgment to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an ‘N’ determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation. (See pages 18, 19 for sample copy of Official Warning Letter.)

Further information

A copy of the *Assessment, Certification and Examination (ACE) Manual* is available on the Board of Studies website (in the Manuals section).

The URL is: www.boardofstudies.nsw.edu.au/manuals

3.24 ‘N’ DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. (See pages 18, 19 for sample copy of Official Warning Letter.) The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in an HSC course, an ‘N’ determination will be given. This means that the course will not be listed on the student’s Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Preliminary Courses and 10 units of HSC Courses which fulfil the Board of Studies pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who fail to meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

The final decision regarding any ‘N’ determination recommendation will be made by the Principal. Any student given an ‘N’ determination has the right to appeal against the decision. The appeal review will be conducted by the Principal, Deputy Principal, relevant Head Teacher, Year Adviser, and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents, and the Board of Studies.

3.25 CONFIDENTIALITY OF FINAL MARK

The final HSC assessment mark for each subject is confidential and may not be given to students.

3.26 ORDER OF MERIT/FINAL RANKING

Students will be given feedback from time to time as to their ongoing rank in any course.

Students may request their final Order of Merit/Ranking in the course after the last HSC examination is held at Girraween High School (the date will be advised). Students can also access this at Students Online by using their PIN and following instructions from the Board of Studies.

3.27 REVIEW OF ASSESSMENTS

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by the Board of Studies. Marks awarded by teachers for individual assessment tasks are not subject to this appeal mechanism.

The School's Review Panel (comprising of the Principal, the Deputy Principal and the Year 12 Year Adviser) will carry out a review to establish whether:

- the weightings specified by the school Assessment Schedules conform with the Board of Studies' requirements
- the procedures used by the school for determining the final assessment mark conform with its stated Assessment Schedule (in particular the weightings used for the various tasks are consistent with those specified in the Assessment Schedule)
- there are no computational or other clerical errors in the determination of the assessment mark.

If the School's Review Panel is satisfied that these conditions have been met, there will be no change to the assessment and the final rank will remain the same.

A further appeal may be lodged through the Principal to the Board of Studies if the student is dissatisfied with the school review procedures.

3.28 ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.



Girraween High School

Gilba Rd PO Box 63
GIRRAWEEEN NSW 2145 PENDLE HILL NSW 2145

Phone: (02) 9636 7293
(02) 9636 7303
Fax: (02) 9896 3274
Email: girraween-h.school@det.nsw.edu.au
Website: www.girraween-h.schools.nsw.edu.au

Principal:
Mary Ann Das Neves B.A. (Hons); Dip.Ed
Deputy Principals:
Joshua McGahen B.Ed
Greg Murty B.Sc.; Dip.Ed

Preliminary / HSC Assessment Task Appeal

Name: _____ Course: _____

Assessment Task: _____ Date of Task: _____

Reason for application (please tick):

- Absent on the day before an Assessment Task
- Other School Commitment on the day of an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task).

Reasons supporting application (to be completed by the student):

I have attached (please tick and complete relevant information):

- Medical Certificate from Dr. : _____ Dated : _____
- Supporting letter from my parent/caregiver
- Other (please describe) _____

Student Signature : _____ Date: _____

Parent Signature : _____ Date: _____

Deputy Principal or Principal's recommendation:

Signature of Deputy Principal / Principal: _____ Date: _____

Copies to:

Head Teacher : _____

Central File

Student



Girraween High School

Gilba Rd

PO Box 63

GIRRAWEEEN NSW 2145

PENDLE HILL NSW 2145

Phone: (02) 9636 7293

(02) 9636 7303

Fax: (02) 9896 3274**Email:** girraween-h.school@det.nsw.edu.au**Website:** www.girraween-h.schools.nsw.edu.au**Principal:**

Mary Ann Das Neves B.A. (Hons); Dip.Ed

Deputy Principals:

Joshua McGahen B.Ed

Greg Murty B.Sc.; Dip.Ed

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

I am writing to advise that _____ is in danger of
(student name)
 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, 3rd) **official warning** we have issued concerning _____.

A minimum of two course-specific warnings must be issued prior to a final 'N' (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 an 'N' determination. An 'N' determination 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 Course Completion Criteria.

The table overleaf 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, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

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

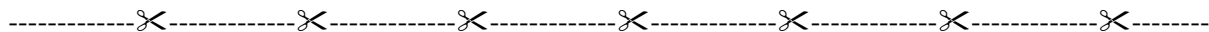
Yours sincerely

Class Teacher/Head Teacher

Principal
Mary Ann Das Neves

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

<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>



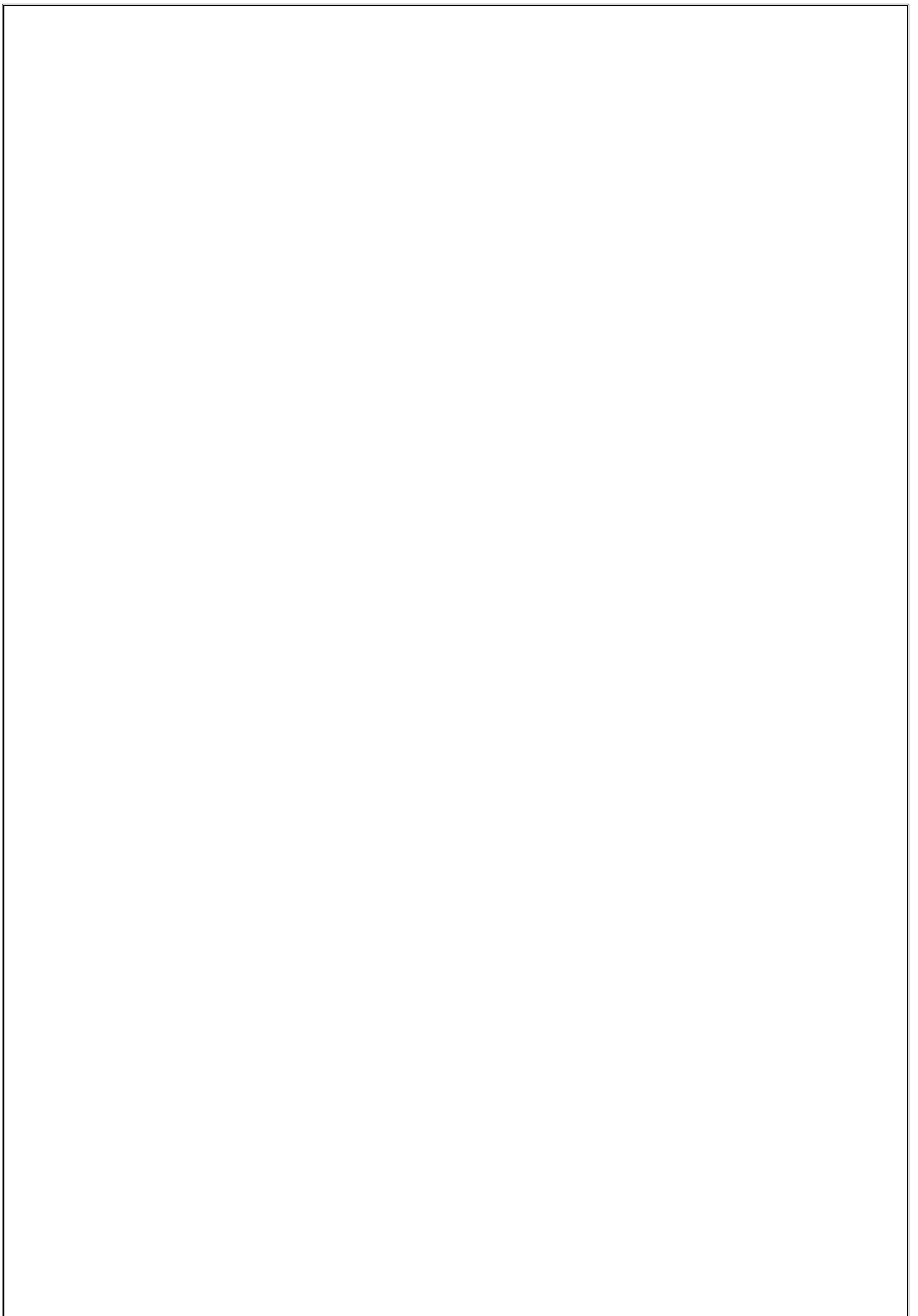
Please detach this section and return to the school

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 ‘N’ determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____



HSC Assessment Schedules

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: ANCIENT HISTORY	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 7A	Date: Term 1 2009 Week 6B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 10A	Date: Term 3 2009 Weeks 4B, 5A
			Ancient Society: Sparta	Personality: Tiberius Gracchus	Year 12 Half Yearly + Historical Period: Political Revolution In Rome 133–78 B.C.	Core Study: Pompeii and Herculaneum	Trial HSC Exam
	EXAMS/TESTS	40%			10%		30%
	RESEARCH	25%	15%			10%	
	SOURCE STUDIES	25%		15%	10%		
	ORAL	10%				10%	
OUTCOMES			H1.1, H3.1, H3.3, H3.4, H3.6, H4.1, H4.2	H3.1, H3.2, H3.3, H3.4, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2	H1.1, H2.1 H3.1, H3.3, H3.4, H3.6, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2
MARKS		100%	15%	15%	20%	20%	30%

HSC ASSESSMENT SCHEDULE: 2008–2009			SUBJECT: BIOLOGY			2 Unit	
	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 9A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 3 2009 Weeks 4B, 5A	Date: Term 3 2009 Weeks 4B, 5A
			Oral Presentation Biotechnology	Practical Task 1 Maintaining a Balance Blueprint of Life	Half Yearly Exam Maintaining a Balance Blueprint of Life	Practical Task 2 Maintaining a Balance The Search for Better Health Biotechnology	Trial HSC Exam Maintaining a Balance Blueprint of Life The Search for Better Health Biotechnology
	Knowledge and understanding of Biology	40%	5%		10%		25%
	Skills in planning and conducting first-hand investigations and in communicating information	30%		10%	5%	10%	5%
	Skills in scientific thinking, problem- solving, and in communicating understanding and conclusions	30%	5%	5%	5%	10%	5%
OUTCOMES			H 1, 2, 3, 4, 5, 8, 12, 13, 14	H 6, 8, 9, 10, 11, 12, 13, 14	H 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	H 6, 8, 10, 11, 12, 13, 14	All outcomes H 1–15
MARKS		100%	10%	15%	20%	20%	35%

HSC ASSESSMENT SCHEDULE: 2008–2009**SUBJECT: BUSINESS STUDIES****2 Unit**

	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 7B	Date: Term 3 2009 Weeks 4B, 5A
			Test Business management and change	Year 12 Half Yearly Exam Marketing	Employment Relations	Trial HSC Exam
	Test type	50%		10%		40%
	Case studies: Interpretation application and communication	30%	10%	10%	10%	
	Stimulus-based skills	20%	5%	10%	5%	
OUTCOMES			H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.3	H5.2, H5.4, H2.1, H3.2, H3.3, H4.1, H5.3	H1.2, H5.3, H3.3, H4.1, H4.2, H5.2, H5.3, H5.1	H2.2, H5.2, H5.3, H5.4, H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2
MARKS		100%	15%	30%	15%	40%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: CHEMISTRY	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 8B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 3 2009 Weeks 4B, 5A	Date: Term 3 2009 Weeks 4B, 5A
			Oral Presentation	Practical Task 1	Half Yearly Exam	Practical Task 2	Trial HSC Exam
			Industrial Chemistry	Production of Materials Acidic Environment	Production of Materials Acidic Environment	Production of Materials Chemical Monitoring and Management Industrial Chemistry	Production of Materials Acidic Environment Chemical Monitoring and Management Industrial Chemistry
	Knowledge and understanding of Chemistry	40%	5%		10%		25%
	Skills in planning and conducting first-hand investigations and in communicating information	30%		10%	5%	10%	5%
	Skills in scientific thinking, problem- solving, and in communicating understanding and conclusions	30%	5%	5%	5%	10%	5%
OUTCOMES			H 1, 2, 3, 4, 10, 13, 14	H 8, 9, 10, 11, 12, 13, 14	H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	H 6, 7, 8, 10, 9, 11, 12, 13, 14	All outcomes H 1–15
MARKS		100%	10%	15%	20%	20%	35%

HSC ASSESSMENT SCHEDULE: 2008–2009**SUBJECT: DRAMA****2 Unit**

	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Week 9A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 3 2009 Week 4B	Date: Term 3 2009 Weeks 4B, 5A
			Elements of Production in Performance	Elements of Production in Performance	Elements of Production in Performance	Improvisation, Playbuilding, Acting Theatrical Traditions and Performance Styles
	Elements of Production in Performance	20%	Performance Script Interpretation Australian Theatre: 20%			
	Elements of Production in Performance	20% 20%		Studies in Drama and Theatre Dramatic response based on set texts : 20%	Log Book Ongoing Assessment: 20%	
	Improvisation, Playbuilding, Acting	20%				Trial HSC Playbuilding performance: 10% Individual Project: 10%
	Theatrical Traditions and Performance Styles	20%		Half Yearly Exam: Written exam on Content Areas 1 & 2 10%		Trial HSC: Written Component on Content Areas 1 and 2 10%
OUTCOMES			H1.1, 1.2, 1.3, 1.9, 2.1, 2.4, 3.2, 3.5	H1.1, 1.2, 1.3, 1.9, 2.1, 2.4, 3.2, 3.5, 3.1, 3.3, 3.4	H1.6, 1.8, 1.9	H 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1
MARKS		100 %	20%	30%	20%	30%

HSC ASSESSMENT SCHEDULE: 2008–2009			SUBJECT: ECONOMICS		2 Unit	
	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 7B	Date: Term 3 2009 Weeks 4B, 5A
			Stimulus based skills	Year 12 Half Yearly Exam based on Topics 1 and 2	Research, investigation and communication based on Topics 3 and 4	Trial HSC Exam
	The global economy	25%	10%	10% (Research and investigation)		5%
	Australia's place in the global economy	25%		20%		5%
	Economic issues	25%			10%	15%
	Economic policies and management	25%			10%	15%
OUTCOMES			H1 – H12	H1 – H12	H1, H2, H4, H7– H9, H11– H12	H1– H12
MARKS		100 %	10%	30%	20%	40%

HSC ASSESSMENT SCHEDULE: 2008–2009			SUBJECT: ENGINEERING STUDIES			2 Unit	
	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 8B	Date: Term 1 2009 Week 8B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 8A	Date: Term 3 2009 Weeks 4B, 5A
			Analysis of data gathered during an experiment	Engineering Report on personal and public transport	Year 12 Half Yearly Exam	Engineering Report on Aeronautical Engineering and Telecommunications	Trial HSC Exam
	Scope of the profession	10%	5%				5%
	Knowledge of engineering principles	40%		5%	10%	10%	15%
	Communication skills	20%	5%	5%	5%		5%
	Understanding the impacts of engineering	10%				5%	5%
	Management and problem solving	10%	5%			5%	
	The application of engineering methodology	10%	5%	5%			
OUTCOMES			H1.2, H2.1, H3.2, H5.1, H6.1, H6.2	H1.2, H2.1, H3.2, H5.1, H6.1, H6.2	H1.2, H3.1, H3.3	H1.2, H3.1, H3.3, H4.2, H4.3, H.5.1, H6.1	H1.2, H2.1, H3.1, H3.2, H3.3, H5.1, H6.1, H6.2
MARKS		100%	20%	15%	15%	20%	30%

HSC ASSESSMENT SCHEDULE: 2008–2009**SUBJECT: ENGLISH ADVANCED****2 Unit**

	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 8B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 8A	Date: Term 3 2009 Week 1A	Date: Term 3 2009 Weeks 4B, 5A
			Module C	Area of Study	Module A	Module B	Trial HSC Exam
	Module C	20%	Speaking 15%				Writing 5%
	Area of Study	40%		Listening 15% Reading 5% Writing 5%			Reading 15%
	Module A	20%			Viewing/ Representing 15%		Writing 5%
	Module B	20%				Writing 15%	Writing 5%
OUTCOMES			1, 2A, 3, 6	4, 8, 10	1, 2, 2A, 3, 4, 9, 13	1, 2, 2A, 3, 4, 9, 13	2, 4, 5, 6, 10
MARKS		100 %	15%	25%	15%	15%	30%

HSC ASSESSMENT SCHEDULE: 2008–2009			SUBJECT: ENGLISH EXTENSION 1			1 Unit	
	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2009 Week 9A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 9B	Date: Term 3 2009 Week 1A	Date: Term 3 2009 Weeks 4B, 5A
			Submission 1	Year 12 Half Yearly	Module A	Submission 2	Trial HSC Exam
	Module A	20	Reading/ Writing 10			Reading/ Writing 10	
	Module A	10		Speaking/ Listening 10			
	Module A	10			Viewing/ Representing 10		
	Module A	10					Reading/ Writing 10
OUTCOMES			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4	1, 2, 3
MARKS		50	10	10	10	10	10

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: ENGLISH EXTENSION 2	1 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Week 7A	Date: Term 1 2009 Week 10B	Date: Term 2 2009 Week 10A	Date: Term 3 2009 Week 1A
			Proposal	Viva Voce	Report: Part A	Report: Part B
	Major Work	10	Proposal			
	Major Work	20		Viva Voce		
	Major Work	10			Report: Part A	
	Major Work	10				Report: Part B
OUTCOMES			1, 2	1, 2	1, 2	1, 2
MARKS		50	10	20	10	10

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: FOOD TECHNOLOGY	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 8B	Date: Term 2 2009 Week 7B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 7B	Date: Term 3 2009 Weeks 4B, 5A
			Research Task	Case Study	Year 12 Half Yearly Exam	Practical Task	Trial HSC Exam
	Knowledge and understanding about the Australian food industry, food manufacture, food product development and contemporary food issues	20%			5%		15%
	Research, analysis and communication	30%	10%		5%		15%
	Experimentation and preparation	30%		10%		20%	
	Design, implementation and evaluation	20%		5%	15%		
OUTCOMES			H1.2, H3.1	H1.1, H1.4, H4.2	H1.1, H1.2, H3.1, H4.2	H1.3, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1
MARKS		100%	10%	15%	25%	20%	30%

HSC ASSESSMENT SCHEDULE: 2008–2009**SUBJECT: GEOGRAPHY****2 Unit**

	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 8B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Weeks 5B, 6A	Date: Term 3 2009 Week 6B	Date: Term 3 2009 Weeks 4B, 5A
			Structured Research Essay + Skills Topic 1 (Ecosystems at Risk)	Year 12 Half Yearly Exam Topics 1, 2 + Skills	Fieldwork Topics 1, 2, 3	Independent Research Project Topic 3 + Skills	Trial HSC Exam Topics 1, 2, 3 + Skills
	Geographical research	20%	10%			10%	
	Interpretation and synthesis of geographical stimulus	30%	5%	10%		5%	10%
	Geographical writing	40%	5%	10%		5%	20%
	Fieldwork	10%			10%		
OUTCOMES	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11		H1, H2, H5, H6, H7, H8, H9, H10, H11, H12, H13	H1, H2, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13	H1, H2, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13	H1, H4, H6, H7, H8, H9, H10, H11, H12, H13	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11
MARKS		100 %	20%	20%	10%	20%	30%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: HISTORY EXTENSION	1 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 11B	Date: Term 3 2009 Weeks 4B, 5A
			Year 12 Half Yearly Exam	Project	Trial HSC Exam
	Assessment Tasks	10	5		5
	History Project	40		40	
OUTCOMES			E 1.1, 2.2, 2.3	E 2.1, 2.2, 2.3	E 1.1, 2.2, 2.3
MARKS		50	5	40	5

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: INFORMATION PROCESSES & TECHNOLOGY (IPT)	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	Task 5
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Week 8B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 6A	Date: Term 3 2009 Weeks 4B, 5A
			Term Test	Personal Project	Year 12 Half Yearly Exam	Research Assignment	Trial HSC Exam
	Project Management	20%	10%		5%		5%
	Information systems and databases	20%		10%	5%		5%
	Communication systems	20%			15%		5%
	Option strands	40%				30%	10%
OUTCOMES			H1.2, H2.1, H3.1, H4.1, H5.2, H6.1	H1.1, H1.2, H2.1, H3.1, H4.1, H5.2, H6.1	H1.1, H1.2, H2.1, H3.1, H4.1, H5.2, H6.1	H2.2, H3.2, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H6.1
MARKS		100%	10%	10%	25%	30%	25%

HSC ASSESSMENT SCHEDULE: 2008–2009			SUBJECT: JAPANESE CONTINUERS			2 Unit
	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Week 8B	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 9B	Date : Term 3 2009 Weeks 4B, 5A
			Assessment Days	Year 12 Half Yearly Exam	Class tests	Trial HSC Exam
	Speaking	20%		5%	7%	8%
	Listening & Responding	25%		7%	8%	10%
	Reading & Responding	Part A 25% in English Part B 15% in Japanese	7% Part B nil	8% 7%		10% 8%
	Writing in Japanese	15%		6%		9%
OUTCOMES			3.1-3.6	All outcomes	1.1-1.4 3.1-3.6	All outcomes
MARKS		100 %	7%	33%	15%	45%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: JAPANESE EXTENSION	1 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 7B	Date: Term 3 2009 Weeks 4B, 5A
			Year 12 Half Yearly Exam	Class Test	Trial HSC Exam
	Speaking	10	2	3	5
	Listening and responding	10	4		6
	Reading and responding (response to prescribed text)	20	Part A (5) (Analysis in English) Part B (3) (Response in Japanese)		Part A (7) (Analysis in English) Part B (5) (Response in Japanese)
	Writing in Japanese	10		4	6
OUTCOMES			All outcomes	1.1 – 2	All outcomes
MARKS		50	14	7	29

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: LEGAL STUDIES	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 5A	Date: Term 1 2009 Week 5A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 6A	Date: Term 3 2009 Weeks 4B, 5A
			Essay based on Research	Research Task and Oral Presentation	Year 12 Half Yearly Exam	Essay based on Research	Trial HSC Exam
	Crime	25%	10%		10%		5%
	Law and Society	25%		Research 5% Oral 10%	5%		5%
	Focus Studies: (1) Family (2) Workplace	50%				25%	25%
OUTCOMES			H 1.1 H 1.2 H 3.1 H 3.3 H 3.4 H 5.1 H 5.2 H 5.3	H 1.2 H 2.3 H 4.3 H 5.1 H 5.2 H 5.3	H 1.1 H 1.2 H 2.3 H 3.1 H 3.3 H 3.4 H 4.1 H 4.2 H 4.3 H 5.1 H 5.2 H 5.3	H 3.1 H 3.3 H 5.1 H 5.2 H 5.3	H 1.1 H 1.2 H 2.3 H 3.1 H 3.3 H 3.4 H 4.1 H 4.2 H 4.3 H 5.1 H 5.2 H 5.3
MARKS		100%	10%	15%	15%	25%	35%

HSC ASSESSMENT SCHEDULE: 2008–2009**SUBJECT: MATHEMATICS****2 Unit**

The content of previous Assessment tasks is assumed knowledge for all subsequent tasks.

Students will be notified of any changes to the topics being assessed at least two weeks prior to the date of the task.

	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Week 4B	Date: Term 1 2009 Weeks 10B, 11A Year 12 Half Yearly Exam	Date: Term 2 2009 Week 8A	Date: Term 3 2009 Weeks 4B, 5A Trial HSC Exam
			Knowledge / Understanding 80% Reasoning / Communication 20%	Knowledge / Understanding 80% Reasoning / Communication 20%	Knowledge / Understanding 80% Reasoning / Communication 20%	Knowledge / Understanding 80% Reasoning / Communication 20%	Knowledge / Understanding 80% Reasoning / Communication 20%
	10.1 – 10.8 3.1 – 3.3 7.1 – 7.3 4.3	10%	Further calculus. Probability. Sequence and series. Locus.				
	10.3 – 10.8 11.1 – 11.4	10%		Second derivative and applications of calculus. Integration.			
	12.1 – 12.5	25%			Logarithmic and exponential functions.		
	13.1 – 13.7 14.1 – 14.3	15%				Trigonometric functions. Applications of calculus.	
	All syllabus sections	40%					All of syllabus to be tested in Trial HSC.
OUTCOMES			H2, H4, H5, H9	H2, H5, H6, H9	H2, H4, H5, H6, H8, H9	H3, H4, H5, H6	All outcomes to be assessed in Trial HSC Examination. H2 – H9
MARKS		100%	10%	10%	25%	15%	40%

HSC ASSESSMENT SCHEDULE: 2008–2009**SUBJECT: MATHEMATICS EXTENSION 1****1 Unit**

The content of previous Assessment tasks is assumed knowledge for all subsequent tasks.

Students will be notified of any changes to the topics being assessed at least two weeks prior to the date of the task.

	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Weeks 10B, 11A Year 12 Half Yearly	Date: Term 2 2009 Week 5B	Date: Term 3 2009 Week 1A	Date: Term 3 2009 Weeks 4B, 5A Trial HSC Exam
			Knowledge / Understanding 70% Reasoning / Communication 30%	Knowledge / Understanding 70% Reasoning / Communication 30%	Knowledge / Understanding 70% Reasoning / Communication 30%	Knowledge / Understanding 70% Reasoning / Communication 30%	Knowledge / Understanding 70% Reasoning / Communication 30%
	2.6 – 2.10 E 17.1 – 17.3 E 7.4 E	10%	Circle geometry. Binomial theorem. Mathematical induction.				
	18.1 – 18.2 E 13.1 – 13.7 13 E	25%		Permutations and combinations. Trigonometric functions.			
	15.1 – 15.5 E 11.5 E	15%			Inverse functions and inverse trig functions. Integration by substitution.		
	16.1 – 16.4 E 17.1 – 17.3 E 14 E	10%				Polynomials. Binomial theorem. Applications of calculus.	
	All syllabus sections	40%					All of syllabus to be tested in Trial HSC.
OUTCOMES			HE2	HE2, HE3, HE4, HE6, HE7	HE2, HE4, HE6, HE7	HE2, HE3, HE5, HE7	All outcomes to be assessed in Trial HSC Examination. HE2 – HE7
MARKS		100%	10%	25%	15%	10%	40%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: MATHEMATICS EXTENSION 2	1 Unit
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The content of previous Assessment tasks is assumed knowledge for all subsequent tasks.

Students will be notified of any changes to the topics being assessed at least two weeks prior to the date of the task.

	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Weeks 10B, 11A Year 12 Half Yearly	Date: Term 2 2009 Week 8A	Date: Term 3 2009 Week 1A	Date: Term 3 2009 Weeks 4B, 5A Trial HSC Exam
			Knowledge / Understanding 60% Reasoning / Communication 40%	Knowledge / Understanding 60% Reasoning / Communication 40%	Knowledge / Understanding 60% Reasoning / Communication 40%	Knowledge / Understanding 60% Reasoning / Communication 40%	Knowledge / Understanding 60% Reasoning / Communication 40%
	2.1 – 2.5	10%	Complex Numbers				
	3.1 – 3.4 7.1 – 7.6	20%		Conics Polynomials as well as other work			
	5.1 4.1	15%			Volumes Integration		
	6.1 – 6.3	15%				Mechanics Circular Motion	
	1.1 – 1.9 8.1 – 8.3 Note: All syllabus sections covered	40%					Graphs Harder Extension 1 Note: All of syllabus to be tested in Trial HSC.
OUTCOMES			E2, E3, E9	E2, E3, E4	E2, E3, E4, E5, E6, E7, E8, E9	E2, E5, E9	All outcomes to be assessed in Trial HSC Examination. E2 – E9
MARKS		100%	10%	20%	15%	15%	40%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: MODERN HISTORY	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 6B	Date: Term 1 2009 Week 8B	Date: Term 2 2009 Week 8A	Date: Term 1 2009 Weeks 10B, 11A Year 12 Half Yearly Exam	Date: Term 3 2009 Weeks 4B, 5A Trial HSC Exam
			WWI	Germany	Cold War	Sources 15% * Germany Personality	WW1 Germany Personality Cold War
	Oral	10%		10%			
	Research	25%		10%	15%		
	Sources	25%	10%			15% *	
	Exams	40%				10%	30%
OUTCOMES			H 1.1 3.3 4.1 1.2 3.4 4.2 3.2 3.5	H 1.1 2.1 1.2 3.5 3.2 4.2	H 3.2 3.4 3.5 4.2	H 1.1 3.5 1.2 4.1 3.2 4.2	H 1.1 1.2 3.1 3.2 3.3 3.4 4.1
MARKS		100%	10%	20%	15%	10% / 15%*	30%

* Recorded as separate source study.

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: MUSIC 1	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Week 6B	Date: Term 1 2009 Weeks 10B, 11A Year 12 Half Yearly Exam	Date: Term 2 2009 Week 9B	Date: Term 3 2009 Weeks 4B, 5A Trial HSC Exam
			Area of Study	Area of Study	Area of Study	Area of Study
	Performance Core	10%				10%
	Composition Core	10%	10%			
	Musicology Core	10%	10%			
	Aural Core	25%		10%		15%
	Electives	45%			15%	30%
OUTCOMES			H2, H5, H6, H7 H10, H11	H2, H4, H6, H7	H5, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11
MARKS		100 %	20%	10%	15%	55%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: MUSIC 2	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Week 6B	Date: Term 1 2009 Weeks 10B, 11A Year 12 Half Yearly Exam	Date: Term 2 2009 Week 9B	Date: Term 3 2009 Weeks 4B, 5A Trial HSC Exam
			Area of Study	Area of Study	Area of Study	Area of Study
	Performance Core	20%				20%
	Composition Core	20%	20%			
	Musicology Core	20%	10%			10%
	Aural Core	20%		10%		10%
	Electives	20%			10%	10%
OUTCOMES			H2, H3, H5, H6, H7, H11	H2, H7, H11	H1, H3, H4, H5, H8, H10, H11	H1, H2, H5, H7, H10, H11, H12
MARKS		100 %	30%	10%	10%	50%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 8A	Date: Term 3 2009 Weeks 4B, 5A
			Core 2 Term Test	Year 12 Half Yearly Exam	Research task and in-class presentation	Trial HSC Exam
	Core 1: Health priorities in Australia	30%		20%		10%
	Core 2: Factors affecting performance	30%	10%			20%
	Core 3: Sports medicine	20%			15%	5%
	Core 4: Improving performance	20%			15%	5%
OUTCOMES			H 7–11, H 16, H 17	H 1–5, H 14–16	H 7–11, H 16, H 17	H 7–11, H 16, H 17
MARKS		100%	10%	20%	30%	40%

HSC ASSESSMENT SCHEDULE: 2008–2009**SUBJECT: PHYSICS****2 Unit**

	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 9A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 3 2009 Weeks 4B, 5A	Date: Term 3 2009 Weeks 4B, 5A
			Oral Presentation Medical Physics	Practical Task 1 Space Motors and Generators	Year 12 Half Yearly Exam Space Motors and Generators	Practical Task 2 Space Ideas to Implementation Medical Physics	Trial HSC Exam Space Motors and Generators Ideas to Implementation Medical Physics
	Knowledge and understanding of Physics	40%	5%		10%		25%
	Skills in planning and conducting first-hand investigations and in communicating information	30%		10%	5%	10%	5%
	Skills in scientific thinking, problem- solving, and in communicating understanding and conclusions	30%	5%	5%	5%	10%	5%
OUTCOMES			H 1, 3, 4, 5, 8, 9, 10, 13	H 6, 7, 9, 10, 11, 12, 13, 14	H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	H 6, 7, 8, 9, 10, 11, 12, 13, 14	All outcomes H 1–15
MARKS		100%	10%	15%	20%	20%	35%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: SENIOR SCIENCE	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 7A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 3 2009 Weeks 4B, 5A	Date: Term 3 2009 Weeks 4B, 5A
			Oral Presentation Information Technology	Practical Task 1 Lifestyle Chemistry Medical Technology	Year 12 Half Yearly Exam Lifestyle Chemistry Medical Technology	Practical Task 2 Medical Technology Information Technology Pharmaceuticals	Trial HSC Exam Lifestyle Chemistry Medical Technology Information Technology Pharmaceuticals
	Knowledge and understanding of Senior Science	40%	5%		10%		25%
	Skills in planning and conducting first-hand investigations and in communicating information	30%		10%	5%	10%	5%
	Skills in scientific thinking, problem- solving, and in communicating understanding and conclusions	30%	5%	5%	5%	10%	5%
OUTCOMES			H 1, 3, 4, 10, 12, 13,14	H 2, 4, 7, 8, 9, 11, 12, 13, 14	H 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14	H 2, 8, 9, 10, 11, 12, 13,14	All outcomes H 1–15
MARKS		100%	10%	15%	20%	20%	35%

HSC ASSESSMENT SCHEDULE: 2008–2009	SUBJECT: SOFTWARE DESIGN & DEVELOPMENT (SDD)	2 Unit
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	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Weeks 8B, 9A Assessment Days	Date: Term 1 2009 Weeks 10B, 11A	Date: Term 2 2009 Week 7B	Date: Term 2 2009 Week 10A	Date: Term 3 2009 Weeks 4B, 5A
			Term Test	Half Yearly Exam	Personal Project	Term Test	Trial HSC
	Development and impact of software solutions	15%		5%			10%
	Software development cycle	40%		10%	15%	5%	10%
	Developing a solution package	25%			15%	5%	5%
	Option strand	20%	10%	5%			5%
OUTCOMES			H1.1, H1.3, H3.1, H3.2, H4.1	H1.1, H1.2, H1.3, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3	H1.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H1.1, H1.3, H3.1, H3.2, H4.1, H6.1	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3
MARKS		100%	10%	20%	30%	10%	30%

HSC ASSESSMENT SCHEDULE: 2008–2009			SUBJECT: VISUAL ARTS			2 Unit	
	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Date: Term 4 2008 Week 9A	Date: Term 1 2009 Weeks 10B, 11A Year 12 Half Yearly Exam	Date: Term 2 2009 Week 5B	Date: Term 3 2009 Weeks 4B, 5A Trial HSC Exam	Date: Term 3 2009 Weeks 4B, 5A
			Art making	Art History Criticism	Art making	Art History Criticism	Art making
	Art making	10%	Art making Development of Body of Work (BOW)				
	Art History Criticism	20%		Essay Skills Half Yearly Exam			
	Art making	15%			BOW in progress: work + diary		
	Art History Criticism	30%				Trial HSC Essay skills and short answer questions	
	Art making	25%					Finished BOW
OUTCOMES			H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6
MARKS		100 %	10%	20%	15%	30%	25%



SUMMARY OF ASSESSMENT TASKS

Term 4 2008

WEEK	
1A	
2B	
3A	
4B	
5A	Legal Studies#1.
6B	Modern History#1, Music1#1, Music2#1.
7A	Ancient History#1, EnglishExtn2#1, Senior Science#1.
8B	Chemistry#1, Engineering Studies#1, Food Technology#1, Geography#1.
9A	Biology#1, EnglishExtn1#1, Drama#1, Physics#1, Visual Arts#1.
8B, 9A Assessment Days	Business Studies#1, Economics#1, English Advanced#1, IPT#1, Japanese Continuers#1, Mathematics(2U)#1, MathematicsExtn1#1, MathematicsExtn2#1, PDHPE#1, SDD#1.
10B	

Term 1 2009

WEEK	
1A	
2B	
3A	
4B	Mathematics(2U)#2.
5A	Legal Studies#2.
6B	Ancient History#2.
7A	
8B	Engineering Studies#2, IPT#2, Modern History#2.
9A <i>No Assessments</i>	
10B, 11A Year 12 Half Yearly	Ancient History#3, Biology#2, Biology#3, Business Studies#2, Chemistry#2, Chemistry#3, Economics#2, Engineering Studies#3, English Advanced#2, EnglishExtn1#2, EnglishExtn2#2, Drama#2, Food Technology#3, Geography#2, History Extn#1, IPT#3, Japanese Continuers#2, Japanese Extn#1, Legal Studies#3, Mathematics(2U)#3, MathematicsExtn1#2, MathematicsExtn2#2, Modern History#4, Music1#2, Music2#2, PDHPE#2, Physics#2, Physics#3, Senior Science#2, Senior Science#3, SDD#2, Visual Arts#2.



SUMMARY OF ASSESSMENT TASKS

Term 2 2009

WEEK	
1B	
2A	
3B	
4A	
5B	Geography#3, MathematicsExtn1#3, Visual Arts#3.
6A	Geography#3, IPT#4, Legal Studies#4.
7B	Business Studies#3, Economics#3, Food Technology#2, Food Technology#4, Japanese Extn#2, SDD#3.
8A	English Advanced#3, Engineering Studies#4, Mathematics(2U)#4, MathematicsExtn2#3, Modern History#3, PDHPE#3.
9B	EnglishExtn1#3, Japanese Continuers#3, Music1#3, Music2#3.
10A	Ancient History#4, EnglishExtn2#3, SDD#4.
11B	History Extn#2.

Term 3 2009

WEEK	
1A	English Advanced#4, EnglishExtn1#4, EnglishExtn2#4, Drama#3(Logbook Ongoing Assessment), MathematicsExtn1#4, MathematicsExtn2#4.
2B	
3A	<i>No Assessments</i>
4B, 5A Trial HSC	Ancient History#5, Biology#4, Biology#5, Business Studies#4, Chemistry#4, Chemistry#5, Drama#3, Drama#4, Economics#4, Engineering Studies#5, English Advanced#5, EnglishExtn1#5, Food Technology#5, Geography#5, History Extn#3, IPT#5, Japanese Continuers#4, Japanese Extn#3, Mathematics(2U)#5, MathematicsExtn1#5, MathematicsExtn2#5, Modern History#5, Legal Studies#5, Music1#4, Music2#4, PDHPE#4, Physics#4, Physics#5, Senior Science#4, Senior Science#5, SDD#5, Visual Arts#4, Visual Arts#5.
6B	Geography#4.
7A	
8B	
9A	
10B	

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