

**Stage 6
ASSESSMENT
POLICY AND
PROCEDURES**

2018

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ASSESSMENT POLICY AND PROCEDURES

Introduction

The Stage 6 Al Noori Muslim School Assessment Policy has been developed from the NSW Education Standards Authority (NESA) – *A Guide to HSC Assessment: HSC Assessment in a Standards Reference Framework*.

i. The Nature of Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Higher School Certificate, a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than may be measured by external examination alone
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

In accordance with the NSW Education Standards Authority (NESA) standards-referenced approach to HSC Assessment, Al Noori Muslim School will ensure that all staff:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments to the Board as in the past that provide appropriate discrimination between students in terms of their overall achievement.

ii. Requirements of the HSC

To qualify for the Higher School Certificate, students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least 6 units of the NSW Education Standards Authority (NESA) Developed Courses
- at least 2 units of a the NSW Education Standards Authority (NESA) Developed Course in English*
- at least three courses of 2-unit value or greater (either the NSW Education Standards Authority (NESA) developed or the NSW Education Standards Authority (NESA) endorsed courses)
- at least four subjects.

All students are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent before any Preliminary or HSC course entries can be submitted. Upon completing this course, students must also be issued the booklet, *Studying for the NSW Higher School Certificate*. It is designed to assist students understand their responsibilities in relation to the HSC.

Year 12 students will also receive a personal copy of the NSW Education Standards Authority (NESA) publication, *Rules and Procedures for Higher School Certificate Candidates* early in the year in which they present for the HSC.

An information session will be held for all students, parents and teachers in year 10 about the NSW Education Standards Authority (NESA) assessment moderation, judging and alignment procedures, as well as university scaling of marks for ATAR purposes.

Procedures Relating to the Administration of Tasks

i. Stage 6 HSC Course Assessment Plan

Entry into the Stage 6 HSC course will only be gained upon satisfactory completion of Preliminary course requirements and completion of assessment tasks. This will be evidenced in the Year 11 end of year school report.

Promotion Criteria

Students will undergo School-based assessment tasks for each of the 12 units of Preliminary subjects that they are studying in year 11. The school assessment mark will be based on the students' performance in assessment tasks that have been undertaken during the course. The mark for 2 unit courses will be reported on a scale of 0 to 100 (%). Students **MUST** achieve a minimum of '60%' as their final assessment mark **AND** receive a minimum of a 'C' grade in their Preliminary Yearly exams, to gain entry into the HSC course. Students that do not achieve these minimum standards will not be permitted to

study that subject in year 12. **Students that do not achieve the minimum standard in two or more subjects will be required to repeat the Preliminary course.**

All students will receive a Student Handbook that will cover all of the NSW Education Standards Authority (NESA) mandatory requirements necessary to successfully complete the Stage 6 HSC Course. This Stage 6 Assessment Policy and Procedures document will be included as part of the Student Handbook. The Policy will also be available in the administration building.

The Student Handbook will contain the guidelines on the number and types of tasks to be used in accordance with each syllabus.

All students in any Stage 6 HSC Course must be notified of an assessment event in writing.

This notification will:

- be issued at least two weeks prior to the due date
- indicate the nature of the task and the outcomes it is seeking to assess
- indicate date of issue and be signed for by individual student as a record that the task has been received
- specify the marking criteria that will be applied
- be copied and forwarded to the Stage 6 Coordinator

Any alteration to the assessment calendar needs to be conveyed to parents and students in writing.

Teaching staff are expected to provide students with the assessment task notification prior to any formal assessment tasks.

Students will receive a copy of the assessment plan for each Stage 6 HSC Course prior to commencing the HSC course.

This schedule will indicate;

- The date for the task
- The weighting for the task
- The nature of the task
- The outcomes to be assessed for the task

The assessment schedule will be devised by Heads of Department in alignment with the course assessment plan. Teachers are responsible for planning each task and submitting for approval by the Head of Department, prior to dissemination.

ii. Variation from the published assessment plan

Should it become necessary in unusual or unforeseen circumstances to change the date of an assessment task once it has been given in writing to students, the Head of Department will negotiate a new date with the Stage 6 Coordinator and advise the

students in writing. Wherever feasible, the Head of Department will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that;

- the date will not be made earlier than that originally advised
- the weighting of the task in the overall assessment plan will not be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Other variations from the published student assessment plan, including assessable outcomes for a specific task, may be altered at the discretion of the Head of Department as long as students have received the alterations in writing (on the assessment notification sheet) at the issuing of the task.

iii. Procedure for the submission of tasks

All assessments (other than class tests/ oral presentations/ folios, 3D models), must be submitted by the student personally to the subject teacher, no later than 4.00pm on the nominated due date. Students are required to use their Personal Identification Numbers on all submissions. **Students must sign the class register upon submission of their task for teacher records. No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member.**

If a student is absent on the day and the assessment is brought to school by someone else – they must personally lodge it through administration staff to be forwarded to the subject teacher. Administration must seek a signature to verify task has been submitted. **Therefore, no responsibility is taken for a misplaced Assessment Task.**

iv. Procedures for internal class assessment

All internal class assessments are to be completed by students using their Personal Identification Numbers, rather than names, to ensure objectivity throughout the marking procedure.

Where more than one class is doing the same course, the relevant Head of Department needs to ensure that assessment tasks are administered and marked in the same way. Al Noori Muslim School practice to ensure marking consistency include; establishment of marking criteria and marking guidelines, including double-marking or allocation of assessment components to one marker wherever possible.

Where it is not possible for the same task to be administered with equitable access, the Stage 6 Coordinator should be notified prior to the task's implementation and every attempt made to accommodate the task in the most equitable way. Where the same task is administered at different times, procedures should be in place to ensure that marks are aggregated and placed on a common scale reliably. This may mean that students achievement in some tasks will need to be moderated on the basis of performance in common tasks such as the common components of the trial examination.

Heads of Department must seek approval for any moderations to student marks and present justification in writing to the Stage 6 Coordinator.

v. Procedures for awarding marks and providing feedback to students

Marks are earned on individual tasks. To achieve this, marking guidelines need to use the full range of marks available for the tasks.

Teachers are asked to discriminate in applying the standards to student performances in order to avoid placing students on the same mark, as this will affect their rank.

Teachers at Al Noori Muslim School provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are expected to work through with their students some of the materials in the HSC standards packages. They should discuss the requirements of assessment questions with their students, show them the marking guidelines that were used to allocate marks and then show them the responses of a number of students whose responses represented different levels of achievement. By working through these responses the teacher can highlight the important features of the responses, including their strengths and any shortcomings.

Teachers are also encouraged to review and communicate the HSC Notes from the Marking Centre on the previous cohort's performance in the external exams to identify common distracters and areas of strengths and weaknesses.

This clinical approach to completing examinations is to be integrated within each Al Noori Muslim School program to ensure exam technique is taught throughout the course in preparation for external examinations.

Using the performance band descriptions in relation to individual assessment tasks can be a useful way to let students know where they stand in relation to the standards. In doing this, however, teachers need to take care that students do not conclude that this is the band they finally will achieve. Students and parents need to understand that the final assessment marks reported to the NSW Education Standards Authority (NESA) will be statistically moderated, and then reported on a scale where the majority of marks will lie between 50 and 100 marks. Hence, the school-based marks below 50 submitted to the NSW Education Standards Authority (NESA) can be aligned to a mark of 50 and above, provided the achievement demonstrated is above the minimum standard expected.

Teachers can refer to bands and help students understand the strengths and weaknesses of their work when providing feedback to students. However, teachers should NOT formally report or record student performance using bands, as there is the danger that students will not receive this band in the HSC.

Internal assessment forms only 50% of the individual student's assessment marks for the HSC. The remaining 50% is attained by the student's performance in the external examination. Al Noori Muslim School will only report on students' cumulative rank via the semester reports.

vi. Recording of Assessment Marks

Marks for individual assessment tasks, and records of competency, should be recorded by the teacher responsible for marking the task on the school server's Results Excel spreadsheet. The Head of Mathematics Department will compile all assessment spreadsheets to ensure weightings are aligned with the Assessment Plan. These spreadsheets are to include Student Personal Identification Numbers which students will use for all assessment purposes. Teachers will ensure that printed copies of the spreadsheets are routinely kept as part of their Program Folder.

The school IT consultant is responsible for the protection of results data in the event of fire, theft or other misadventure. The school server is backed-up on a daily basis.

For students who transfer into Al Noori Muslim School after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.

The principal must be satisfied that students who are changing courses have satisfactorily completed the relevant Preliminary course (or equivalent), and that they will be able to complete all HSC course requirements, including Assessment. For students transferring into the school, the procedures in place should ensure that a fair and valid assessment mark can be calculated.

vii. Procedures to follow when absent from any assessment task

In the event that a student was absent on the day of an assessment task, the first thing the school will do is to establish if the student was absent for a valid reason. If the student's absence was not for a valid reason, they will receive a zero mark for the task. Students must remember that it is their responsibility to contact the school, provide evidence and find out the course of action to be taken, to ensure they are not awarded a zero mark.

IF A STUDENT KNOWS IN ADVANCE that they will be absent from an assessment task or exam, the Assessment Appeal Form must be completed prior to the time scheduled for the task. The form is available from the Stage 6 Coordinator.

If a student is absent on the day, they must:

1. Contact the school administration office by 8.30am on the day itself and leave a message for the subject teacher for which the task is due.
2. Be prepared to sit the task on return or hand the task in to the subject teacher by 8:30a.m. on their first day back at school.
3. If the student is absent on the day of an assessment and comes in to hand in their task or arrange for someone else to submit their task, then the student **MUST** see the Stage 6 Coordinator before Period 1 class on the day they return and collect an Assessment Appeal Form and follow its directions, including supplying a Doctor's Certificate. During an exam period this would be the first day the student is fit or well enough to continue with exams. The student must bring a letter from home **AND** the evidence to show the absence was legitimate e.g. In the case of sickness, a doctor's certificate that states the absence specifying that the student was unable

to complete the task on the day. For reasons other than illness, other forms of evidence are required.

4. This form AND documented evidence must be taken by the subject teacher to the Stage 6 Coordinator immediately on the day of the student's return to school. If the Stage 6 Coordinator is absent, the subject teacher must see the Principal.
5. The Stage 6 Coordinator will indicate on the Assessment Appeal Form what course of action will be taken. The student will receive a copy of this form.
 - I. The student may be given a provisional estimate for the missed task. This estimate will be finalised at the completion of the course and will be based on their performance in other *similar* completed tasks; or
 - II. The student may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Head of Department; or
 - III. The award of zero will stand if the absence is not judged to be valid or if the student has not followed the procedures set out in this document.

NOTE

In the event that the appeal is upheld by the Principal, the teacher will prepare a supplementary task measuring the same outcomes, to obtain an estimate mark.

Students who miss more than one assessment task in a particular subject area will be required to attend a Parent Interview to discuss the implications for course progression.

Students are reminded that in accordance with directions from the NSW Education Standards Authority (NESA), they will be deemed unsatisfactory in a given subject if they fail to make a valid attempt at more than 50% of the assessment tasks in that subject.

If a student is absent prior to the day of the assessment, they must:

Provide a medical certificate and meet with the Head of Department, the Welfare Coordinator and their parents. Students will be penalized 5% of the FINAL mark (of that assessment task) for each day that they are absent. This penalty applies for 5 school days prior to the assessment task. Having a medical certificate will not guarantee that the 5% penalty will be waived for each day missed.

viii. Illness or misadventure

The NSW Education Standards Authority (NESA) states it is not possible for the school to compensate for the effect of an existing illness or misadventure on a student's performance during a task. For example, if a student is ill and attempts a task, then their mark for that task cannot be adjusted to compensate for illness.

(a) Students who are so ill that they believe their performance will be adversely affected are advised to remain at home. Students must obtain a medical certificate and follow the procedure outlined for being absent.

(b) Students who become ill during an assessment task/exam should advise the supervisor immediately. If they are unable to continue they will be sent to sick bay, parents contacted and the student will need to obtain a medical certificate.

(c) Students who experience misadventure, e.g. car accident on the way to an assessment task/exam are to immediately inform the administration office by phone or upon arrival to school. The administration staff will contact the curriculum coordinator, who will decide what steps are to be taken on a case-by-case basis.

In the event that an assessment was deemed invalid or unreliable, the subject teacher will be responsible for lodging an appeal to the principal to substitute this task within the course assessment program.

ix. Disability provisions

- i. If you have a disability that would, in a normal examination situation, prevent you from:
 - reading the examination questions and/or
 - communicating responses,the NSW Education Standards Authority (NESA) may approve disability provisions.
- ii. Applications for known conditions can be submitted from mid-Term 4 in Year 11 and should be submitted as soon as possible. If you wish to apply for disability provisions, you should ask your principal, stage 6 coordinator or school counsellor.
- iii. Emergency provisions can be arranged if you have an accident just before the examination that impairs your ability to undertake the examination. You should immediately notify your principal or stage 6 coordinator in such a case.
- iv. Your application should contain recent evidence of your disability and, in some cases, examples of your work. You may need to organise any testing required early in the year to ensure your application reaches the NSW Education Standards Authority (NESA) by the closing date. If applications do not contain sufficient evidence, the NSW Education Standards Authority (NESA) decision may be delayed.
- v. Disability provisions are not available:
 - as compensation for difficulties in undertaking a course and preparing for the examination
 - for lack of familiarity with the English language.

N.B. All applications for illness or misadventure are to be lodged through the NSW Education Standards Authority (NESA) Schools Online form. This can be located in the *Memos and Documents(My Documents)* tab from the main menu page. The school accountant will be the point of contact for identifying the Schools Online administrator.

x. Late attendance at an assessment task or examination

Students who arrive late for an in-class assessment task, must still report to the class and attempt the assessment task. No extra time will be provided for students that arrive late to class for any assessment task. At the conclusion of the task, if a student believes that

circumstances beyond their control have occasioned the lateness, they should report to the Stage 6 Coordinator's office and collect and fill out an Illness Misadventure Form. The Stage 6 Coordinator will consult with the Head of Department to determine an appropriate course of action.

In general, the procedures of the NSW Education Standards Authority (NESA) will be followed, *i.e.* students may only be admitted to an examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal school examinations, the Stage 6 Coordinator may exercise discretion in this regard; for external / public examinations no such discretion is available.

xi. Extensions

Extensions will only be granted by the Stage 6 Coordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an assessment task, they must apply **three (3) days in advance** in writing (supplying documented evidence to validate the claim for the extension) before the task is due. The Stage 6 Coordinator will consult with the relevant Head of Department before making any decision. The Stage 6 Coordinator will deal promptly with the application and advise the student of the outcome in writing (Illness Misadventure Form).

Technical failures related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

xii. Late submissions

All take-home assessment tasks must be submitted (via the assessment box) by 4:00p.m, unless alternative arrangements have been specified on the assessment notification sheet. ***Any tasks submitted after 4:00pm will be deemed LATE.***

If a student has not applied for and been granted an extension of time for the submission of an assessment task from the Stage 6 Coordinator, a 20% penalty per day will apply for each day that the assessment task is late. Weekends will receive a 40% penalty. This penalty is applied to the mark you gained for the assessment task.

xiii. Suspension from School

If a student is under suspension from school, they must assume they will complete all assessment tasks subject to the same conditions as other students – the same tasks in the same time period under the same rules.

In the case of an 'in-class' test type or examination based assessment task students will be directed to complete the task at a time and place designated by the Stage 6 Coordinator or their delegate.

Students suspended from school and whom decline the opportunity to attempt and submit an 'in-class' test type or examination based assessment task will be awarded a zero.

In the case of a take-home assessment task, return the task to the Stage 6 Coordinator by the due date via;

- o another person (not a student) OR
- o email (admin@alnoori.nsw.edu.au) OR
- o fax OR
- o Express Post by the due date.

Students suspended from school will **not** be eligible for an extension and if an assessment task is not submitted by the date due, it will be considered late and attract a 20% per day penalty (40% weekend).

xiv. Technological problems associated with assessment tasks

It is the responsibility of the student to ensure that a printed copy of the assessment task is submitted on the due date. Computers, printers and other devices need to be checked, well in advance of the due date to ensure they are in good working order.

Students will not be granted permission for an extension due to technical problems.

If a student encounters difficulties of this nature, they are to report this to their subject teacher and make alternative arrangements. Students should always employ safe data management practices i.e.: students should retain all written draft copies, store backup electronic copies on USB/CD and email.

xv. Malpractice

The following standard sets out the NSW Education Standards Authority (NESA) NSW requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NSW Education Standards Authority (NESA) subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NSW Education Standards Authority (NESA) NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NSW Education Standards Authority (NESA) NSW will report matters to the Independent Commission Against Corruption.

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

- 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
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their 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 acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

All cases of malpractice will be referred by the subject teacher to the Welfare Committee who will review the case of suspected malpractice and determine the appropriate action should malpractice be proven. If malpractice is proven, a zero mark will be given for that task.

All subject teachers must ensure strategies are employed to ensure the authenticity of student responses to tasks completed partially or wholly outside of class time.

xvi. Non-attempt

- Students are expected to submit all assessment tasks. Even in cases where a zero mark is recorded, students must evidence that they have made a genuine attempt in completing the tasks set to fulfil course requirements.
- Failure to follow the Stage 6 Assessment Policy and Procedures will result in an N-Award Warning Letter being sent to Parents/Guardian of the student.
- Consistent failure to submit assessment tasks could result in failure to satisfy the NSW Education Standards Authority (NESA) requirements i.e. A student will be deemed unsatisfactory in a given subject if they fail to make a valid attempt at more than 50% of the assessment tasks in that subject.
- An N (non-completion) determination for the subject/s will be given and this could make the student ineligible for an HSC.

xvii. 'N' Determinations

'N' determinations are issued for the non-completion of requirements in a course. Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, **the principal must ensure the following process is adhered to:**

1. Subject teachers are to liaise with their Head of Departments throughout this process prior to acting
2. Subject teacher to advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
3. Subject teacher to advise the parent or guardian in writing (if the student is under the age of 18) and forward a copy to the Stage 6 coordinator;
4. Subject teacher to request from the student/parent/guardian a written acknowledgement of the warning;
5. Subject teacher to issue at least one follow-up warning letter if the first letter is not effective; and
6. Heads of Department and the Stage 6 Coordinator are to retain copies of all relevant documents.

It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

The principal may allow a student who has received an 'N' determination in a Preliminary course, to proceed to an HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. Principals will, however, be required to

confirm at the time of HSC entries, that the student has now satisfactorily completed the relevant Preliminary course requirements and that their entry for the HSC course is valid.

The school should document all details of communication with parents and students relating to the conditions applied to the provisional entry of students into HSC courses.

xviii. Accelerants and Accumulants

As per the *Guidelines for Accelerated Progression* (revised 2000), accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of the NSW Education Standards Authority (NESA).

xix. Procedures for conducting school reviews of assessment

Students are able to apply for a school review and make any subsequent appeal to the NSW Education Standards Authority (NESA), only on the basis of the Assessment Plan and the procedures used in arriving at the final assessment mark. Where a student has a dispute over the marks awarded, the administration of the task, or whether the task conforms to the school's HSC policy, the subject teacher should be consulted. If the student is unsatisfied with the response or the dispute cannot be resolved at that level, the issue should be taken to the Head of Department. Unresolved issues at this level must then be forwarded to the school welfare committee, who will ensure that evidence from all affected parties is heard.

There can be no appeal to the NSW Education Standards Authority (NESA) against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school, at the time the task is returned.

The provision of an appeal to the NSW Education Standards Authority (NESA) is available to students if they are not satisfied by the school's review of their placement in the rank order for a course.

Procedures for Review

i. Reviewing final assessment marks

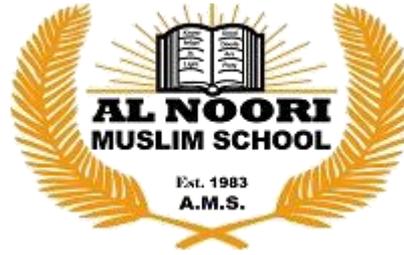
Heads of Department are to appraise each subject's final results before submission to ensure reliability and accuracy of results.

ii. Student appeals

Any student appeals need to be lodged with the Stage 6 Coordinator. The Coordinator will make every attempt to resolve issues at a school level. In the event that a student is not satisfied with the outcome, they will be directed to lodge a formal appeal via the Schools Online application process.

iii. Reviewing the school's Assessment Policy and Procedures

The HSC assessment coordinator will oversee the school's assessment program and provide advice where required. As the school continues to grow, a HSC review panel will be convened by the Principal to evaluate policies, procedures and lines of communication on an annual basis.



WARNING LETTER – Non-Completion of a Preliminary Course

[Date]

Dear [Parent/Guardian]

Re: OFFICIAL WARNING - Non-completion of a Preliminary Course

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

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st) **official warning** we have issued concerning _____. (*course name*)

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

Course Completion Criteria

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

- a) **followed** the course developed or endorsed by NESA; 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 of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

To date, _____ (*student name*) has not satisfactorily met _____ (*indicate a), b) or c)*) 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 _____ (*student name*) to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

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

Yours sincerely,

Class Teacher/Head Teacher

Principal

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

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

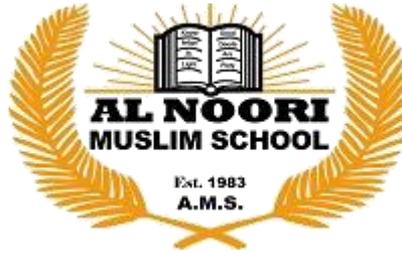
Please detach this section and return to the school

Requirements for the Satisfactory Completion of a Preliminary 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 Record of School Achievement.
- I am aware that the determination of non-completion of course requirements may make him/her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____



WARNING LETTER – Non-Completion of a Higher School Certificate Course

[Date]

Dear [Parent/Guardian]

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

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

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st) **official warning** we have issued concerning _____. (*course name*)

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

Course Completion Criteria

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

- a) **followed** the course developed or endorsed by NESA; 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 of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ (*student name*) has not satisfactorily met _____ (*indicate a), b) or c)*) 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 _____ (*student name*) to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

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

Yours sincerely,

Class Teacher/Head Teacher

Principal

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

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

Please detach this section and return to the school

Requirements for the Satisfactory Completion of an 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 Record of School Achievement.
- I am aware that the determination of non-completion of course requirements may make him/her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

APPENDIX 3
Al Noori Muslim School Assessment Program for each proposed course

The Nature of Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Higher School Certificate, a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than may be measured by external examination alone
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

In accordance with the NSW Education Standards Authority (NESA) standards-referenced approach to HSC Assessment, Al Noori Muslim School will ensure that all staff:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments to the NSW Education Standards Authority (NESA) as in the past that provide appropriate discrimination between students in terms of their overall achievement.

PRELIMINARY ANCIENT HISTORY ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of Task	Source Analysis Investigating Ancient History	Research and Essay Historical Investigation	Yearly Examination	
Date allocation	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	
Syllabus Outcomes	AH11-6, AH11-7, AH11-9, AH11-10.	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9.	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9.	
Knowledge and understanding	10	10	20	40
Source-based skills	5	5	10	20
Historical inquiry & research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total (%)	30	30	40	100

PRELIMINARY BIOLOGY ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting %
Task	Practical Investigation Skills in Biology and understanding	Depth Study Presentation	Yearly Examination	
Date	Term 1, Week 7	Term 2, Week 4	Term 3, Week 9	
Syllabus Outcomes	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-9	Outcomes assessed BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10	Outcomes assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

PRELIMINARY BUSINESS STUDIES ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of Task	NATURE OF BUSINESS Research Report	BUSINESS PLANNING Business Plan for an SME	Yearly Examination	
Date allocation	Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 7-8	
Syllabus Outcomes	P1, P2, P7 & P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, & P10	
Knowledge and understanding	10	10	20	40
Stimulus-based skills	5	5	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	30	30	40	100

PRELIMINARY CHEMISTRY ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting %
Task	Practical Test Module 1 Properties and Structure of Matter	Depth Study Report Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination	
Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
Syllabus Outcomes	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8	Outcomes assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	Outcomes assessed CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

PRELIMINARY ECONOMICS ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of Task	Research assignment	Stimulus based task	Yearly Examination	
Date allocation	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 7-8	
Syllabus Outcomes	P1, P2, P5, P7, P10, P12	P1, P3, P5, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
Knowledge and understanding	10	5	25	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	10	5	5	20
Total (%)	30	30	40	100

PRELIMINARY ENGLISH ASSESSMENT PLAN

Year 11 Standard English

Component		Task 1	Task 2	Task 3	Weighting
		Writing Portfolio	Multi-modal presentation	Yearly Examination	
Timing		T1, Wk 10	T2, Wk 8	T3, Wk 8	
Outcomes		EN11-2, EN11-3, EN11-5, EN11-9	EN11-2, EN11-4, EN11-6, EN11-7	EN11-1, EN11-3, EN11-6, EN11-8	
Syllabus component	Common Module	40			40
	Elective 1		30		30
	Elective 2			30	30
Marks		40	30	30	100

Year 11 Advanced English

Component		Task 1	Task 2	Task 3	Weighting
		Writing Portfolio	Multi-modal presentation	Yearly Examination	
Timing		T1, Wk 5	T2, Wk 8	T3, Wk 8	
Outcomes		EN11-2, EN11-3, EN11-5, EN11-9	EN11-2, EN11-4, EN11-6, EN11-7	EN11-1, EN11-3, EN11-6, EN11-8	
Syllabus component	Common Module	40			40
	Elective 1		30		30
	Elective 2			30	30
Marks		40	30	30	100

Year 11 Extension 1 English

Component	Task 1	Task 2	Task 3	Weighting
	Creative Writing Task	Multimodal presentation	Critical Essay	
	Term 2, Wk 1	Term 2, Wks 9-10	Term 3, Wk 8	
	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Knowledge and understanding of texts and why they are valued.	15	20	15	50
Skills in complex analysis composition and investigation.	15	20	15	50
Marks	30	40	30	100

Year 11 English Assessments

All Year 11 Written Assessments will be verification tasks. Results from the Assessment tasks will be used to verify the student's suitability in the Year 12 HSC Advanced English and Extension English Courses.

PRELIMINARY LEGAL STUDIES ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting %
<i>TASK</i>	Topic Test	Research and Oral Presentation	Yearly Examination	
<i>DUE DATE</i>	Term 1 Week 9	Term 2 Week 3-4	Term 3 Week 7-8	
<i>SYLLABUS OUTCOMES</i>	P1, P2, P3, P4, P5, P6, P7, P9 & P10	P2, P4, P5, P6, P8, P9 & P10	P1, P2, P3, P4, P5, P6, P7, P9 & P10	
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	10	10	20	40
ANALYSIS AND EVALUATION	5	5	10	20
INQUIRY AND RESEARCH		20		20
COMMUNICATION OF LEGAL INFORMATION, ISSUES AND IDEAS IN APPROPRIATE	5	5	10	20
Weighting %	20	40	40	100

PRELIMINARY MATHEMATICS (EXTENSION) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Class Test: Algebraic Inequalities	Assignment Trigonometry	Yearly Examination	
Date allocation	Term 1 Week 7	Term 2 Week 8	Term 3 Week 7-8	
Syllabus Outcomes	PE3	PE1, PE6	PE3, PE2, HE7, PE1, PE6	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total (%)	30	30	40	100

PRELIMINARY MATHEMATICS (ADVANCED) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Class Test: Basic Arithmetic, Algebra, Surds & Equations	Assignment Trigonometry	Yearly Examination	
Date allocation	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 7-8	
Syllabus Outcomes	P1, P3, P4	P2, P3, P4	P1, P2, P3, P4, P5	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total (%)	30	30	40	100

PRELIMINARY MATHEMATICS STANDARD ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	In Class Test	Assignment / Investigation	Yearly Examination	
Date allocation	Term 1 Week 9	Term 2 Weeks 8	Term 3 Weeks 7- 8	
Syllabus Outcomes	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-9, MS11-10	MS11-2, MS11-3 MS11-4, MS11-6 MS11-7, MS11-9 MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8 MS11-9, MS11-10	
Understanding, Fluency and Communicatin g	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total (%)	30	30	40	100

PRELIMINARY PHYSICS ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of Task	Practical Examination	Depth Study	Yearly Examination	
Date allocation	Term 1 Week 8	Term 2 Weeks 4	Term 3 Weeks 7-8	
Syllabus Outcomes	P2, P9, P11, P12, P13, P14, P15	P6, P7, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P14	
Knowledge	10	15	15	40
Skills (first-hand + second-hand)	15	15		30
Skills (research, communication and problem solving)	5	10	15	30
Total (%)	30	40	30	100

Stage 6 ASSESSMENT POLICY AND PROCEDURES

PRELIMINARY STUDIES OF RELIGION (2UNIT) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of Task	Research report The Nature of Religion	Presentation Essay Religious Tradition Study	Yearly Examination	
Date allocation	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 7	
Syllabus Outcomes	P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	
Knowledge & Understanding	15	10	15	40
Source Based Skills	5	5	10	20
Inquiry & Research	5	5	10	20
Communicating	5	10	5	20
Total (%)	30	30	40	100

PRELIMINARY STUDIES OF RELIGION (1 UNIT) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of Task	Lesson Presentation The Nature of Religion	Research Report Religious Tradition	Yearly Examination	
Date allocation	Term 1 Week 8	Term 2 Weeks 6	Term 3 Weeks 7	
Syllabus Outcomes	P1, P2, P6, P8, P9	P3, P4, P5, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	
Knowledge & Understanding	10	10	20	40
Source Based Skills	5	5	10	20
Inquiry & Research	5	10	5	20
Communicating	10	5	5	20
Total (%)	30	30	40	100

HSC ANCIENT HISTORY ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Sources Investigation and analysis	Half Yearly Exams	Research Presentation / In Class Oral and Written	Topic Test	Trial HSC Exam	
	Part A: Term 4 Week 8 Part B: Term 1 Week 1	Term 1 Week 6-7	Term 2 Week 1 Term 3 Week 1	Term 3 Week 6	Term 3 Week 3 & 4	
	H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	H1.1, H2.1, H3.5, H4.1, H4.2	H1.1, H3.1, H3.6, H4.1, H4.2	H1.1, H2.1, H3.3, H3.4, H3.5, H4.1, H4.2	H1.1, H2.1, H3.3, H3.4, H3.5, H4.1, H4.2	
Knowledge and understanding of course content			10			10
Historical inquiry and research	10		10			20
Source-based skills	5	5		5	10	25
Communication of historical understanding in appropriate forms	5	15		5	20	45
Total %	20	20	20	10	30	100

HSC BIOLOGY ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	First Hand Investigation	Half Yearly Exams	Biology Skills Assessment	Trial HSC Examination	
	Term 4 Week 4	Term 1 Week 5	Term 2 Week 9-10	Term 3 Week 3-5	
	H1, H2, H3, H4, H5, H10, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	5	10	5	20	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	5		25		30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	5	10	5	10	30
Total %	15	20	35	30	100

HSC BUSINESS STUDIES ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	OPERATIONS Topic Test	HALF YEARLY EXAMINATION	FINANCE Financial Statement Analysis	ALL CONTENT Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 5	Term 2 Week 4	Term 3 Week 3	
	H1, H2, H4, H5 & H9	H1, H2, H3, H4, H5, H6	H8, H9 & H10	H1, H2, H3, H4, H5, H6, H7, H8, H9 & H10.	
Knowledge and understanding of course content	5	5	5	25	40
Stimulus-based skills	5		5	10	20
Inquiry and research		15	5		20
Communication of business information, ideas and issues in appropriate forms		10	5	5	20
Total	10	30	20	40	100

HSC CHEMISTRY ASSESSMENT PLAN

Component	Task 1	Task 2	Task3	Task 4	Weighting
	Chemistry Skills Assessment	Half Yearly Exams	First Hand Investigation	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 5	Term 1 Week 9-10	Term 3 Week 3-4	
	H11, H12, H13, H14, H15	H1, H2, H4, H6, H9, H10, H11, H14	H1, H2, H3, H4, H8, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
Knowledge and understanding of Knowledge and understanding of: -the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry -atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry	5	10	5	20	40
Skills in: Skills in -Skills in planning and conducting first-hand investigations -gathering and processing first hand data -gathering and processing relevant information from secondary sources	5		25		30
Skills in: Skills in: - communicating information and understanding -developing scientific thinking and problem-solving techniques -working individually and in teams	5	10	5	10	30
Total %	15	20	35	30	100

HSC ENGLISH STANDARD ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Writing Portfolio And Visual Representation	Reading and Responding Task and Visual Representation	Speech And Visual Representation	Listening Task And Visual Representation	Trial HSC exam	
Timing	T4, Wk 3	T1, Wk 4-6	T2, Wk 3	T2, Wk 10	Term 3 Week 3-4	
Outcomes	H4, H10 H11, H12, H13 H4, H5, H9	H4, H8, H11, H12	H3, H4, H6	H1, H2, H7	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Syllabus Component						
Area of Study	15	10			15	40
Module A			17.5		2.5	20
Module B				17.5	2.5	20
Module C	5	10			5	20
Marks	20	20	17.5	17.5	25	100
Language Modes						
Reading	10	10			5	25
Writing	5	5			20	30
Speaking			15			15
Listening				15		15
Viewing/ Representing	5	5	2.5	2.5		15
Marks	20	20	17.5	17.5	25	100

HSC ENGLISH ADVANCED ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Writing Portfolio And Visual Representation	Reading and Responding Task and Visual Representation	Speech And Visual Representation	Listening Task And Visual Representation	Trial HSC exam	
Timing	T4, Wk 3	T1, Wk 4-6	T2, Wk 3	T2, Wk 10	Term 3, Wk 3-4	
Outcomes	H4, H10 H11, H12, 12A, H13 H4, H5, H9	H4, H8, H11, H12	H1, H2, H2A, H3, H4, H6	H6, H7, H8, H 10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Syllabus Component						
Area of Study	15	10			15	40
Module A			17.5		2.5	20
Module B				17.5	2.5	20
Module C	5	10			5	20
Marks	20	20	17.5	17.5	25	100
Language Modes						
Reading	10	10			5	25
Writing	5	5			20	30
Speaking			15			15
Listening				15		15
Viewing/ Representing	5	5	2.5	2.5		15
Marks	20	20	17.5	17.5	25	100

HSC EXTENSION 1 ENGLISH ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In-class essay: critical response	Imaginative Composition	Tutorial presentation	Trial HSC examination	
	Term 4, Wk 9	Term 1, Wk 4-6	Term 3, Wk 1	Term 3, Wk 3-4	
	Outcomes 1, 2, 3	Outcomes 1, 2, 3	Outcomes 1, 2, 4	Outcomes 1, 2, 3	
Knowledge and understanding of complex texts and of how and why they are valued.	5	2.5	10	7.5	25
Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation. 	2.5	5	10	7.5	25
Marks	7.5	7.5	20	15	50

HSC EXTENSION 2 ENGLISH ASSESSMENT PLAN

Components	Task 1	Task 2	Task 3	Weighting
	Viva Voce – addressing the proposal for the Major Work	Report – The impact of independent investigation on the development of the Major Work	Draft – complete version of the Major Work, and reflection on progress to date	
	Term 4, Wk 8	Term 2, Wk 1	Term 2, Wk 10	
Objective 1: Skills in extensive independent investigation	5	10	10	25
Objective 2: Skills in sustained composition	5	5	15	25
Marks	10	15	25	50

HSC ECONOMICS ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	The global economy Research task	HALF YEARLY EXAMINATION	Economic Issues Research, interpretation, application and communication task	ALL CONTENT Trial HSC Examination	
	Term 4, Week 4	Term 1, Week 5	Term 2 Week 5	Term 3 Week 3-4	
	H1, H2, H3, H4, H7, H10, H11	H1, H2, H3, H4, H5, H6	H1, H2, H4, H5, H6, H7, H8, H10, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Knowledge and understanding of course content	10	5	5	20	40
Stimulus-based skills	5		5	10	20
Inquiry and research		10	10		20
Communication of business information, ideas and issues in appropriate forms		10		10	20
Total	15	25	20	40	100

HSC LEGAL STUDIES ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
Knowledge and understanding of course content	Research task and in-class essay	Half yearly examination	Research task and in-class test	Topic Test	Trial HSC examination	
	Term 4	Term 1	Term 2	Term 3	Term 3 Week 3-4	
	H1, H4, H6, H7, H8, H9	H1-10	H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10.	H1, H2, H3, H4, H5, H6, H7, H9, H10.	
	5	20	5	15	15	60
Research	5	5	10			20
Communication	10	5	5			20
Marks	20	30	20	15	15	100

HSC PHYSICS ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting
	Practical Exam	Depth Study	Trial Exam	
	Term 4 Week 8	Term 1 Week 8	Term 3 Week 3-5 (see examination timetable)	
	H2, H9, H11, H12, H13, H14, H15	H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics. • Kinematics and dynamics, energy, waves, fields and matter 	10	15	15	40
Skills in: <ul style="list-style-type: none"> • Planning and conducting first-hand investigations • Gathering and processing first-hand data • Gathering and processing relevant information from secondary sources. 	15	15		30
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem-solving techniques • Working individually and in teams 	5	10	15	30
Total %	30	40	30	100

HSC SENIOR SCIENCE ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting
	Practical Exam	Depth Study	Trial Exam	
	Term 4 Week 8	Term 1 Week 8	Term 3 Week 3-5 (see examination timetable)	
	H2, H9, H11, H12, H13, H14, H15	H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
Knowledge and understanding of: <ul style="list-style-type: none"> • The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics. • Kinematics and dynamics, energy, waves, fields and matter 	10	15	15	40
Skills in: <ul style="list-style-type: none"> • Planning and conducting first-hand investigations • Gathering and processing first-hand data • Gathering and processing relevant information from secondary sources. 	15	15		30
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem-solving techniques • Working individually and in teams 	5	10	15	30
Total %	30	40	30	100

HSC MATHEMATICS (2 Unit) – ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Class Test: Tangent to a curve, Derivative of a function, Calculus curve sketching and Worded problems	Half Yearly Examination	Class Test: Exponentials and logarithms	Yearly Examination	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 8	Term 3 Week 3	
	P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, H1, H5, H6, H7, H4	H2, H3, H9	P1, P2, P3, P4, P5, P6, P7, P8, H1, H5, H6, H7, H4, H9, H8, H2, H3	
Use of concepts, skills and techniques to solve mathematical problems and interpret practical solutions	12	24	12	32	80
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	3	6	3	8	20
Marks	15	30	15	40	100

HSC MATHEMATICS EXTENSION 2 (4 Unit) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Class Test: Complex Numbers	Half Yearly Examination	Class Test: Conics & Mechanics	Yearly Examination	
	Term 4 Week 8	Term 1 Week 2	Term 2 Week 8	Term 3 Week 3	
	E1, E2, E3	E1, E2, E3, E4, E6, E8	E1, E2, E3, E4, E5	E1, E2, E3, E4, E5, E6, E7, E8, E9	
Use of concepts, skills and techniques to solve mathematical problems and interpret practical solutions	9	18	9	24	60
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	6	12	6	16	40
Marks	15	30	15	40	100

HSC MATHEMATICS EXTENSION 1 (3 Unit) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Class Test: Binomial Theorem and Further Probability, Parametric Representation and all topics covered in Terms 1, 2 and 3 of year 11.	Half Yearly Examination	Class Test: ACPW2	Yearly Examination	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 8	Term 3 Week 3	
	HE1, HE3, HE7, PE3, PE1, PE2, PE6, PE4	PE3, HE7, PE1, PE2, PE6, PE4, HE1, HE2, HE3	HE3, HE5, HE7, HE1	PE3, PE2, HE7, PE1, PE6, PE4, HE1, HE2, PE5, HE6, HE3, HE4, HE5	
Use of concepts, skills and techniques to solve mathematical problems and interpret practical solutions	10.5	21	10.5	28	70
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	4.5	9	4.5	12	30
Marks	15	30	15	40	100

HSC MATHEMATICS GENERAL 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<p>Class Test:</p> <p>Focus Study: Mathematics & Driving ctd FSDr1, 2, 3</p> <p>Further Algebraic Skills & Techniques AM3</p> <p>Modelling Linear Relationships AM4</p>	<p>Half Yearly Examination</p> <p>Focus Study: Mathematics & Driving ctd FSDr1, 2, 3</p> <p>Further Algebraic Skills & Techniques AM3</p> <p>Modelling Linear Relationships AM4</p> <p>Further Applications of Area & Volume MM4</p> <p>Credit and Borrowing FM4</p> <p>Applications of Trigonometry MM5</p> <p>Interpreting Sets of Data DS4</p> <p>The Normal Distribution DS5</p> <p>Sampling & Populations DS6</p> <p>Spherical Geometry MM6</p>	<p>Assignment & Quiz:</p> <p>FOCUS STUDY 1: Mathematics and Resources FSRe1, FSRe2, FSRe3</p>	<p>Yearly Examination</p> <p>Focus Study: Mathematics & Driving ctd FSDr1, 2, 3</p> <p>Further Algebraic Skills & Techniques AM3</p> <p>Modelling Linear Relationships AM4</p> <p>Further Applications of Area & Volume MM4</p> <p>Credit and Borrowing FM4</p> <p>Applications of Trigonometry MM5</p> <p>Interpreting Sets of Data DS4</p> <p>The Normal Distribution DS5</p> <p>Sampling & Populations DS6</p> <p>Spherical Geometry MM6</p> <p>Multistage events & Applications of Probability PB2</p> <p>Annuities & Loan Repayments FM5</p> <p>Modelling Non-Linear Relationships AM5</p> <p>FOCUS STUDY 2: Mathematics & Health FSHe1, FSHe2, FSHe3</p> <p>FOCUS STUDY 2: Mathematics & Health ctd FSHe1, FSHe2, FSHe3</p>	
	Term 4 Week 7	Term 1 Week 5	Term 2 Week 8	Term 3 Week 3	

	MG2H-3, MG2H-9, MG2H-10 MG2H-3, MG2H-9, MG2H-10	MG2H-3, MG2H-9, MG2H-10 MG2H-3, MG2H-9, MG2H-10 MG2H-4, MG2H-5, MG2H-10 MG2H-1, MG2H-3, MG2H-9, MG2H-10 MG2H-4, MG2H-5, MG2H-10 MG2H-1, MG2H-2, MG2H-7, MG2H-9, MG2H-10 MG2H-10 MG2H-1, MG2H-2, MG2H-7, MG2H-8, MG2H-9, MG2H-10 MG2H-4, MG2H-5, MG2H-10 MG2H-1, MG2H-2, MG2H-8, MG2H-9, MG2H-10 MG2H-1, MG2H-3, MG2H-6, MG2H-9, MG2H-10 MG2H-3, MG2H-9, MG2H-10	FSRe1, FSRe2, FSRe3	MG2H-3, MG2H-9, MG2H-10 MG2H-3, MG2H-9, MG2H-10 MG2H-4, MG2H-5, MG2H-10 MG2H-1, MG2H-3, MG2H-9, MG2H-10 MG2H-4, MG2H-5, MG2H-10 MG2H-1, MG2H-2, MG2H-7, MG2H-9, MG2H-10 MG2H-10 MG2H-1, MG2H-2, MG2H-7, MG2H-8, MG2H-9, MG2H-10 MG2H-4, MG2H-5, MG2H-10 MG2H-1, MG2H-2, MG2H-8, MG2H-9, MG2H-10 MG2H-1, MG2H-3, MG2H-6, MG2H-9, MG2H-10 MG2H-3, MG2H-9, MG2H-10	
Use of concepts, skills and techniques to solve mathematical problems and interpret practical solutions	7.5	15	7.5	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	7.5	15	7.5	20	50
Marks	15	30	15	40	100

HSC SOR (2 Unit) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Presentation/ Written component	Half Yearly Exams	Essay/Report	Trial Exam	Topic Test	
	Part A: Term 4 Week 8 Part B: Term 1 Week 1	Term 1 Week 6-7	Term 2 Week 7	Term 3 Week 3-4	Term 3 Week 6	
	H1, H2, H3,H4,H5, H8, H9	H1, H2, H4,H5, H6, H7, H8, H9	H1, H2, H4,H5, H6, H7, H8, H9	H1, H2, H3,H4, H5, H8, H9	H1, H2, H3,H4, H5, H8, H9	
Knowledge and understanding of course content	5	5		15	15	40
Source-based skills	5	10	5			20
Investigation & Research	10		10			20
Communication of information, ideas and issues in appropriate forms		5	5	5	5	20
Total %	20	20	20	20	20	100

HSC SOR (1 Unit) ASSESSMENT PLAN

Component	Task 1	Task 2	Task 3	Weighting
	Presentation Speech	Written Report	Trial Exam	
	Part A: Term 4 Week 8 Part B: Term 1 Week 1	Term 2 Week 5	Term 3 Week 3-4	
	H1, H2, H6,H7, H8, H9	H1, H2, H4,H5, H6, H7, H8, H9	H1, H2, H3,H4, H5, H8, H9	
Knowledge and understanding of course content	5	5	10	20
Source-based skills	5		5	10
Investigation & Research		10		10
Communication of information, ideas and issues in appropriate forms	5		5	10
Total %	15	15	20	50