

Maronite College of the Holy Family Parramatta



Year 12 (HSC) Student Handbook

2018

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SCHOOL PRINCIPAL'S MESSAGE

Dear Year 12 Students

The Preliminary Course have now ended, and you are now progressing to the Higher School Certificate.

By the end of term 3, 2018 you will have locked away 50% of your final HSC result, which will have been earned as the result of your consistent and hard work over this time.

This booklet addresses one of the more important areas of your coming academic existence - *the Assessment Programme for the HSC course*.

This coming year is about how you face the challenges of HSC. Good advice is to build upon your previous knowledge, settle into a good study routine, be excited about learning and be ready to face any challenges.

Finally, place it all in God's hands, and with the gift of the Spirit, enjoy the HSC journey towards greater knowledge and understanding.

Dr Margaret Ghosn
Principal

SCHOOL ASSESSMENT

The assessment tasks should:

1. Reflect principles of justice, tolerance and accountability.
2. Contribute to the quality of teaching and learning.
3. Enhance the individual student's total development self-esteem, self-discipline and encourage positive attitudes toward learning.

The School will ensure that its assessment policy will:

- a) Follow the regulations laid down by the NSW Education Standards Authority (NESA).
- b) Respond to the academic needs of all students.
- c) Maintain a balance between the demands of formal assessment and other areas of education.
- d) Guide students with their studies.

BASIC PRINCIPLES

The actual value of the raw assessment marks awarded by a school, **have no currency outside that school.**

The school's ranking mark is not a predictor of a student's HSC mark.

Ranking marks can vary substantially from subject to subject within a school and **this does not matter.**

The set of Raw Assessments provides NESA with two pieces of information only:

- **the rank order of the students**
- **the relative differences between them.**

The moderating process maintains the rank order of and the relative differences between the Raw Assessments.

Honesty in HSC Assessment – The Standard

This standard sets out the NSW Education Standards Authority 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 Board's 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 Board of Studies 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 Board of Studies NSW will report matters to the Independent Commission against Corruption.



Your HSC marks and your ATAR are derived in different ways from the same data: your raw examination marks and your school assessment marks.

Your HSC marks

The Board describes the standards for a course using a performance scale; for 2-unit courses there are six performance bands and for extension courses there are four performance bands. For each course, the Board's standards setting procedure determines which raw examination marks on this year's examination correspond to the performance band cut-off marks, so that every raw examination mark is aligned to a performance band.

To enable school assessments from different schools to be compared, assessment marks submitted by schools are moderated using the raw examination marks. These moderated school assessment marks are also aligned to performance bands.

It is these aligned marks, together with an HSC mark, that you receive from the Board.

Your HSC mark is the average of your aligned examination mark and your aligned school assessment mark, and determines your performance band for the course.

Your HSC results

Your HSC results present a profile of your HSC achievement.

For example, here are Elizabeth's 2014 HSC results, which we can use to illustrate the steps taken in the calculation of the ATAR:

	Units	Examination mark	Assessment mark	HSC mark	Performance band
Business Studies	2	83/100	77/100	80	5
English Advanced	2	77/100	73/100	75	4
Mathematics	2	75/100	83/100	79	4
Modern History	2	88/100	86/100	87	5
Visual Arts	2	85/100	83/100	84	5
French Continuers	2	89/100	85/100	87	5

Calculating your ATAR

The purpose of the ATAR is to provide a measure of your overall performance compared with other students, so it is based on the marks you receive in your HSC courses. Your position in your courses is just as important as the actual mark you receive.

Let's calculate the ATAR for Elizabeth who received the HSC marks shown above.

There are several steps in the process.



The first step is to calculate the average of the raw examination mark and the moderated school assessment mark for each of Elizabeth's courses.

These averages are called raw HSC marks and these are the marks that are scaled.



It is not possible to simply add either the raw HSC marks or the HSC marks Elizabeth received from the Board to calculate an overall measure of achievement. Similar HSC marks do not necessarily indicate similar positions in different courses. We can get an idea of Elizabeth's performance compared to other students in the following table:

	Units	HSC mark/100	HSC median/100	Percentile
Business Studies	2	80	76	66
English Advanced	2	75	82	24
Mathematics	2	79	81	46
Modern History	2	87	78	86
Visual Arts	2	84	79	72
French Continuers	2	87	85	58

The *Report on the Scaling of the 2014 NSW Higher School Certificate*, available on UAC's website at www.uac.edu.au/publications/atar.shtml shows the distribution in each course of the Board's HSC marks (as reported to students - Table A2) and the scaled marks (as used in the 2014 ATAR calculation - Table A3) at specific percentiles.

Table A3 also includes information on means, standard deviations and maximum marks.

Table A2 and Table A3 from the 2015 HSC will be available on UAC's website when ATARs are released on Thursday 17 December 2015.

From the table above you can see that although Elizabeth's HSC marks in English Advanced and Business Studies differ by 5, the percentiles are very different. In English Advanced she has performed better than 24 per cent of other students in that course whereas in Business Studies she has performed better than 66 per cent.



Your position and your mark in a course depend on how well you have done in that course and how well other students have done in that course.

Therefore your marks in different courses are not comparable. They cannot just be added together to derive your ATAR. Some form of adjustment must be carried out before an overall measure of achievement can be determined. This is called scaling.

Scaling is needed to compare properly and fairly students who have studied different courses. Scaling therefore determines what your marks would have been if all students attempted all courses.

For each course, the strength of competition is calculated first, then the scaled mean, the spread of scaled marks and the maximum scaled mark.

The scaled mean for a course is based on the average academic achievement of the course candidature, which is determined by the marks the students in that course achieve in all their courses.

ASSESSMENT POLICY & PROCEDURES

1. POLICY DESCRIPTION

The HSC Assessment Policy and Procedures are required to maintain NSW Education Standards Authority (NESA) Registration and Accreditation. Teachers, parents and students need to be informed of the HSC requirements.

2. PURPOSE

The purpose of the HSC assessment policy and procedures is to ensure that NESA requirements are met, for students to be eligible for the HSC award.

2.1 What is Assessment

- a) The assessments submitted by schools for a particular course are intended to measure their students' achievements relative to a pre-determined set of standards issued by NESA for each course offered in the HSC. The final assessment result will be based on a student's achievement measured by assessment tasks undertaken during the course.
- b) The use of achievement measures at points during the course is seen as serving three purposes:
 - (i) It enables consideration to be given to those aspects of the course, the attainment of which can be best demonstrated over time in situations other than formal examinations, e.g. practical skills.
 - (ii) It caters for any "self contained" elements such as fieldwork, which occur as an isolated part of the course.
 - (iii) It increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.
- c] The assessment is to encompass all syllabus outcomes other than those relating to the affective domain (interests, attitudes). It will also include that content, and those outcomes that are currently measured by the external examination. It should be stressed that the assessment will not take account of conduct.

3. OBJECTIVES

The objectives of the HSC Assessment Policy and Procedures are to:

- Outline the NESA HSC assessment requirements
- Communicate and inform teachers, parents and students of the requirements
- Ensure good practice procedures are in place to facilitate meeting the requirements

4. PROCEDURE

- i. Teaching and Learning Programs are designed to cater for differing levels of need within a class and grade group to ensure each student is able to achieve at their own academic level.

- ii. When developing programs, teachers must be aware that they must not organise activities that include the use of peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include foods labelled ‘may have traces of nuts’.
(Ref: Allergy and Anaphylaxis management within the Curriculum P-12 www.dec.nsw.gov.au)
- iii. Student Profiles are kept for each student. These are updated regularly to include a summary of information regarding a student’s academic and behavioural progress. Student Profiles are stored in the Administration Offices and used by Coordinators to review and track each student’s progress.
- iv. Teachers will assess students regularly in keeping with the College Assessing and Reporting policy.
- v. Names of students who are experiencing academic concern are forwarded to the KLA Coordinators for further review and assessment. Advice may be sought from other personnel such as the Secondary Leadership Team, College Psychologist, Specialist teachers.
- vi. Teachers make anecdotal comments to programs indicating achievement of outcomes by specific students.
- vii. Student performance is recognised via merits and awards.
- viii. Outstanding student performance is recognised at Academic assemblies.

5. STRATEGIES / PROCEDURES

5.1 Nature and purpose of HSC Assessment.

- a. Each student’s achievement in each course will be measured through formal assessment. This assessment will determine what a student knows, understands and is able to do. There will be a variety of assessment tasks in each course. The assessment plan in each course is designed to measure the extent to which each student achieves the defined outcomes of the course. In HSC courses the formal assessments all contribute to the assessment mark which is reported as part of the student’s HSC results. The Assessment Mark is not to be regarded as an indication of how the student will perform in the HSC examination.
- b. It is a requirement that the student must make a genuine attempt in all their assessment tasks in the course. Failure to do so, in any course, will result in neither a moderated assessment mark nor an examination mark being awarded. Students should keep all completed assessment tasks until after the HSC examinations. At the end of the course the marks for each task are aggregated to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to the NSW Education Standards Authority (NESA), provide a rank order of students and show relative differences between students' performances.

5.2 Student responsibilities regarding assessment tasks.

- a. The assessments listed will contribute to the achievement recorded in the College reports issued at the end of each Semester.
- b. Each student is expected to complete the assessment tasks listed as well as all other assessments which teachers may use to determine student progress.
- c. Extensions of time may be granted only in exceptional circumstances by the KLA Coordinator / Director of Teaching & Learning. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) by filling out an application for extension form from the Director of Teaching & Learning. This approval may involve independent documentary evidence e.g. a medical certificate.

- d. If it is not possible to submit an assignment on the due date (as may be the case with sudden illness where there is a need to go to the doctor immediately) the College Office must be informed no later than 8.50 a.m. on the set day and the Director of Teaching & Learning will determine alternative arrangements.
- e. If a student does not make a genuine attempt at an assessment task a zero mark may be recorded.
- f. Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in a zero mark being awarded for that task.
- g. The Director of Teaching & Learning, in consultation with the KLA Coordinator, will determine alternative arrangements for any missed assessment task.
- h. Failure to complete an Assessment Task within the allocated time provided, either as an in class period task or for an element of a larger task will result in a zero mark being awarded.
- i. Although zero marks may result due to lateness, students must continue to submit the task, unless stated otherwise. Failure to submit or complete assessment tasks will result in an 'N' determination for that task. The College uses standard warning letters guided NESAs that inform parents about 'Non Completion' for a HSC task. Non-completion of a task may put the student's HSC in jeopardy.

5.3 Details of procedures relating to assessment tasks.

(Includes how and when students will be notified of tasks, to whom and how tasks are to be submitted, whether the electronic submission of work is acceptable, what happens in cases of late submission and absence from tasks. These details would also include illness/misadventure provisions and the general procedures the school will adopt in the event that there are problems with a task)

- a Teachers classes will be given a task notification sheet relating to a specific task, at least ten school days before the completion date for an assessment task. In some instances, a longer period of notice may be required by the nature of the task (eg: large research projects). An Assessment information/notification sheet will provide the following details:
 - i. the date the task is due and any relevant procedures (eg use of hand-in box). the weighting of the task;
 - ii. the nature of the task; eg research or practical;
 - iii. the content of the task;
 - iv. the outcomes to be assessed; and
 - v. a marking criteria where applicable;
 - vi. instructions for the submission of the task
 - vii. The Assessment Information/notification sheet can be found in electronic form on the school's Moodle page.
- b. If an assessment involves handing in a project or assignment completed out of class, this must be done by 8.50 am on the day the assessment is due. Students must attach the 'Submission of Assessment Task' cover sheet that gives details of where the task is handed in and which staff member received the task.
- c. Students are permitted to submit their assessment tasks with one of the following methods:

- To the KLA's Coordinator's Office – *a box will be placed outside their office for submission*
- To the classroom teacher directly – *this is to be organised with the teacher before submission*
- Online (if possible) via the College email or Moodle – *except for large documents and items that can't be submitted via an online environment.*

d. All assessment tasks must be submitted and printed in hard copy, unless stated otherwise by the teacher. Online submissions are accepted through the College's Intranet via your teacher's permission. Computer hardware or software failure will not be accepted as an excuse for late submission. When working on assessments, students are advised to always have a backup copy of all tasks on their computer as well as draft printed copies for proof.

e. Misadventure/illness is an event immediately prior or during an assessment that is beyond the student's control and which allegedly affected the student's performance in that assessment (ACE Manual p. 218). Students can write an application for Misadventure/Illness using a 'Illness/Misadventure form' available from the Director of Teaching & Learning. Details include a written statement and documentation from a medical professional supporting the student's case. This documentation must be presented to the KLA Coordinator on the first day of the student's return to College and then this is passed on and completed by the subject teacher and finally to the Director of Teaching & Learning for approval. A medical certificate will be required for any assessment task missed or submitted late because of illness. *A medical certificate from a doctor who is related to the student in any manner is not sufficient.*

5.4 Malpractice.

- a. Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.
- b. Malpractice in any assessment task will result in a penalty. A Review Panel, consisting of the Director of Teaching & Learning and KLA Coordinator will adjudicate on claims/ accusations of malpractice or plagiarism. The consequence of cheating or plagiarism will be a loss of 0% to 100% of the available marks, depending on the extent of the malpractice. Malpractice includes speaking or carrying notes during an Examination.

c. Students travelling overseas/holidays during Examination Periods.

Any student in Years 11 & 12 that travels overseas or interstate during formal Examination periods without being granted an exemption for leave will receive a zero mark for the Examination that they have missed. Estimate marks will no longer be granted.

5.5 Feedback.

Teachers are expected to submit a Marking Criteria (Guide) with all Assessment Tasks that are produced. The Marking Criteria should be categorised as a percentage (or mark) according to various abilities. Each category should entail an explanation for the student. ***Students should be provided meaningful feedback on each assessment task.***

5.6 Appeals.

- a. A student may submit an appeal against the result/mark of any assessment task. This appeal must be submitted, in writing, within a week of a problem occurring and will be considered by an appeals committee comprising of the Director of Teaching & Learning and the relevant KLA Coordinator.

- b. An assessment review should focus on the College's procedures for determining the final assessment mark. Students are not entitled to seek a review of another teacher's judgements of the worth of individual performance in assessment tasks. The marks/grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.
- c. Students may appeal against decisions concerning aspects of the award of the Higher School Certificate/Year 11 Record of Achievement on a number of basis. These may be summarised as follows:
- a) student appeals against the withholding of a Record of Achievement (attendance/application).
 - b) student appeals against 'N' awards in particular subjects.

5.7 Repeating a Year

- In rare occasions where a student may not have fulfilled much of the outcomes stated by NESAs at any given stage, at the discretion of the Principal, a request that a student repeats a year may be founded.
- Examples of where students might repeat are: Alarming number of absences from College; Academic results are extremely poor due to laziness, inconsideration or purposefully and hence has been "N" determined.
- A meeting will be held with the Principal (SLT) and the parents of the student advising them of the intent to repeat their child.

5.8 N-Determinations

- Students are expected to attend every lesson with diligence and sustained effort. If a student's attendance / attitude is considered unsatisfactory, he/she is in jeopardy of receiving an 'N' Award; as they would not have fulfilled the required outcomes successfully as set by NESAs for a subject.
- A student who is given an 'N' determination in a Stage 6 Preliminary course retains eligibility for the Record of School Achievement provided that all other requirements are met.
- The College Principal (via Director of Teaching & Learning) follows the appropriate protocol as set by the NESAs:
 - 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;
 - advise the parent or guardian in writing (if the student is under the age of 18);
 - request from the student/parent/guardian a written acknowledgement of the warning;
 - issue at least one follow-up warning letter if the first letter is not effective; and
 - retain copies of all relevant documents
- Warning letters may be issued to the student informing parents of the expectations of the subject and the teacher. These warning letters are formal documents that can be used as evidence when an 'N' Award is issued. Two warning letters are initially sent, followed by a third warning letter which confirms the 'N' Award. (documents are found on Schools Online via the NESAs website)
- Prior to a student receiving their third warning letter for an 'N' Award, the parents/guardians are contacted and a meeting is held with the student, the parents/guardians, the appropriate KLA Coordinator and the Director of Teaching & Learning. This is initiated to explain the seriousness of

the 'N' Award and to ensure that the student is given an opportunity to fulfil the requirements for the course involved.

5.9 Plagiarism and Collusion.

Plagiarism breaches the principles of academic honesty. It may take many forms and whether intentional or unintentional it is unacceptable in any assessment task or piece of class work. Collusion is when a student allows another student to copy their work for the purposes of assessment, or where students work together to submit identical work or work with large parts in common. An assessment task written or contributed to by parents or another person is also regarded as collusion.

Transcribing information from any source (eg book, web site etc) without acknowledging the sources or the author is plagiarism and is regarded as dishonest conduct.

Examples of plagiarism include:

- An assessment task that is almost entirely copied from another source such as a published article, library book or textbook, Internet site or another student's work.
- An assessment task that is constructed of segments from a number of sources without acknowledgement and link by comments produced by the student.
- Summarisation of another person's work without acknowledging a source.
- An assessment task that fails to acknowledge references from books, articles textbooks or the Internet.
- Referring to sources or evidence, which the student has not read.
- Creating and using false survey responses, data or experiment results.
- When working as part of a group activity, the submission of identical work to another student.

Students will be required to cite all sources. All research work submitted by a student must be properly referenced using the Loyola Senior High Referencing system (based on the APA system).

Any assessment task which is proven to contain plagiarized material or which is incorrectly referenced will render the student liable for a zero mark.

Any assessment task, which is proven to have been produced through collusion with other students, parent/guardian or any other person, will render the student liable for a zero mark.

5.10 Allocation of Marks for the HSC

- Students who complete the RoSA – Preliminary are eligible to begin their HSC course.
- Students study a variety of courses for the HSC that make up the mandatory hours required by the BOS to satisfy the completion of a course.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the Assessment Grid which are set for that year.
- Teachers accumulate the marks collected from the various assessment tasks throughout the year. Examples of Assessment Tasks include:
 - Examinations
 - Research Tasks
 - Oral Presentations
 - Practical Tasks (performances etc)
 - Observations

- Students receive marks that relate to performance bands, where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.
- The marks are sent to the KLA Coordinator (Head of Faculty) to be checked and they are placed into the centralised markbook and reporting system.
- The final assessment mark is based on the marks assigned to the various assessment tasks. This final assessment mark is usually best reached by the straightforward aggregation of the assessment task marks for each student.
- Statistical standardising procedures can be applied to the marks for individual assessment tasks, however, it is not encouraged as teachers need to be aware of the exaggerating effect of applying such statistical procedures on tasks which could lead to poor discrimination.
- Marks submitted to NESAs should establish the rank order and reflect the relative differences between students' achievement in the course. This is also reflected in the reports that HSC students receive at the end of each semester.
- Samples of student work and corresponding assessment tasks in Stage 6 courses are kept at the College as per requested by NESAs through RANGS.

REFERENCING GUIDELINES

Understanding and using correct referencing is part of the “*All My Own Work*” program. This program is designed to strengthen the capacity of students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program. The following guidelines reinforce some of the important features of good work practices and are designed to help our students become better scholars.

THE ‘RULES’ OF REFERENCING

There are **two** main rules of referencing:

1. A reference must be included every time you use someone else’s ideas or information.

This includes when you:

- I. **paraphrase** (express someone else’s idea in your own words)
- II. **summarise** (express someone else’s idea in a reduced form in your own words)
- III. **quote** (express someone else’s idea in their exact words)
- IV. **copy** (reproduce a diagram, graph or table from someone else’s work)

2. A full Bibliography of all materials used must be given at the end of the work.

When writing an assignment it is usual to include ideas from other people as well as your own views. It is important to use “quotation marks” when using another author's words and acknowledge the source. Ideas borrowed (but not quoted) from another source should also be acknowledged. This helps anyone reading and marking your work to locate the original source of your information for validity. If the source of information is not acknowledged plagiarism has occurred.

PLAGIARISM

Plagiarism is a form of cheating; it is taking and using someone else's ideas, writings, song lyrics, inventions or intellectual property and representing them as your own. The intentional copying and submission of someone else's work as your own is a serious offence. This is the equivalent of theft. Penalties exist for those who plagiarise. The consequences will depend on the seriousness of the offence and the circumstances under which it was committed. It may result in the cancellation of all marks for the task and will affect your school assessment mark for the Higher School Certificate.

Handy Tip! Record the details of the source of the information from the very beginning of your research. When you use an idea from another author, record the name, year and page in brackets after the quote or idea in your draft. This will save you a lot of time when referencing your final copy.

REFERENCING

Two different methods are given. Ask your teacher which to use EITHER

A. In text

When you cite (identify) references in the text of your assignment include:

- **author’s or editor’s family name.**
- **year of publication**
- **page numbers** if appropriate and where available

Examples

i) If the author's name occurs naturally in the sentence, the year is given in parentheses:-
e.g. In a popular study Harvey (1992) argued that we have to teach good practices...(p21

OR

e.g. As Harvey (1992, p.21) said, "good practices must be taught" and so we...

ii) If the name does not occur naturally in the sentence, both name and year are given in parentheses:-
e.g. A more recent study (Harvey, 1998) has shown the way theory and practical work interact....

B. Footnotes

Books etc. referred to for the first time in footnotes must be cited in the following way:

Number each reference in the text sequentially¹. At the bottom of the page record the number, surname of author, short title of book (underlined or italicised), page number.

1. Kiddle, People of Yesterday, p64.

(Use dropdown menu, insert, reference – footnote)

For all other formats, like journals, web sites etc. use the format as for the bibliography.

HOW TO COMPILE A BIBLIOGRAPHY?

A **Bibliography** is a list of books, articles, or other sources including web sites that have been used in the assignment. It should be placed on a new sheet of paper at the end of every assessment.

Your Bibliography will need to be arranged in alphabetical order; the author's surname is placed first, followed by initials or first name, and then the year of publication that is given. Where a reference does not have an author, arrange it alphabetically using its title. Follow the same order for citing online sources as you do for citing printed sources, e.g. surname of the author followed by the year of publication.

Use the following examples as a guide.

Book Entry – Single Author

Author or editor and initial, date, name of book underlined or italics, place of publication, publishing company, page numbers.

Example: Arnheim, R. (1971). *Art and Visual Perception*. Berkeley: University of NSW, Press.

Multiple Authors

When a work has up to, and including, 6 authors, cite all authors. When a work has more than 6 authors cite the first 6 followed by "et al".

Citing Chapters in an Edited Book.

Author, initial, date, year, title; *cited in*, initials, author, date, title, pages, place of publication, publisher.

Example: Rubenstein, J.P. (1967). The effect of television violence on small children. In B.F.Kane (Ed.), *Television and juvenile psychological development* (pp.112-134). New York. American Psychological Society.

Journal Article in Electronic Database

Author, initials, year, 'Article title', *Journal Title*, volume, issue, paging (if given), viewed day month year, name of database service, name of database, item number (if given).

Example: Rasid, ZM & Parish, TS 1998, 'The effects of training students' levels of adherence', *Adolescence*, vol. 33, no. 129, p. 99, viewed 23 September 2007, EBSCOhost MegaFILE Premier, Academic Search Premier, item: AN589758

Internet / World Wide Web Sources

Author's surname, initial, title (*italicised*), date of Internet publication, date of access <URL>. GENERAL WEBSITE.

Example: Brenner, A., (1995). *The Murder Trial*. Accessed on 23/10/09 from <http://englishserver>

Citing Interviews

Published interview

Archer, N. (1993). [Interview with Helen Burns, author of *Sense and Perception*].

Unpublished interview

(N. Archer, personal interview with Helen Burns, October 11, 1993).

Citing DVD/ Films or Videotapes

The main people responsible for the videotape, their roles identified in parentheses, the medium is identified (here, a motion picture), the distributor's name and location.

Weir, P. B. (Producer), & Harrison, B. F. (Director). (1992). *Levels of consciousness* [Motion picture]. Boston, MA: Filmways.

Newspaper articles (paper, online)

Condren, P 1999, 'Swiss prepare charges', *Weekend Australian*, 30–31 July, p. 1. Davies, P 1996, 'Key mistake wreaks havoc', *Australian*, 18 June, p. 1, viewed 12 August 1997, <http://www.australian.aust.com/hied/columns/dav18>

Online Images

Figure captions should be directly under the image and then followed by an in-text citation.

Figure 1: Consumer confidence, concerns, spending and attitudes to recession: a global Nielsen consumer report (AC Nielsen 2008).

Table captions should be above the table.

Less frequently used reference materials

Article in an Electronic Magazine (E-zine)

Adler, J. (1999, May 17). Ghost of Everest. *Newsweek*. Retrieved May 19, 1999, from li.Ltp//newsweek.com/nw-srv/issue/20-99a/printed/int/socu/so0120-11.1-itm

Web document

Author/editor or compiler Year of the most recent version, *Title*, version number (if applicable), description of document (if applicable), name and place of the sponsor of the source, viewed Day Month Year, <URL either full location details or just the main site details>.

Example: AWB Limited 2006a, *AWB and the single desk*, AWB Limited, Melbourne, Victoria, viewed 1 June 2006, <<http://www.awb.com.au/aboutawb/factsandindustryinformation/singledeskbenefits/AWBandTheSingleDesk.htm>>.

Web document (no author)

As above but start with the *Title*

Standards

Standards Australia 2003, *Installation of security screen doors and window grilles*, AS 5040-2003, Standards Australia, Sydney, viewed 16 September 2008, <<http://www.saiglobal.com/online/autologin.asp>>.

Personal communications like Emails, blogs, bulletin boards (these are less reliable and should not be used unless specifically required by the task.)

Please note: Email addresses should never be cited without the permission of the owner of the address. Sender's name followed by year of posting, email, Day and Month of posting, <email address>.

Example: Davis, A 2002, email, 24 April, <davis@unitc.edu.au>.

Wiki

Title of Wiki Year (of article), 'Article title', format, Day Month (of article), viewed Day Month Year, <URL>. *Quantitative Archaeology Wiki* 2007, 'Contingency tables', wiki article, 26 March, viewed 17 September 2009, <http://wiki.iosa.it/dokuwiki/contingency_tables>.

Podcasts

Title of podcast Year, format, name and place of the sponsor of the source, Day Month (of podcast), viewed Day Month Year, <URL>. *Pandi River expedition* 2008, podcast, National Geographic Society, Washington, D.C., 15 August, viewed 19 September 2009, <<http://www.nationalgeographic.com/podcasts/shorts.html>>.

For audio podcasts, use "accessed" rather than "viewed".

Jane Hutchison reflects on life in London 2008, podcast, ABC Radio National, 15 June, accessed 18 September 2009, <<http://www.abc.net.au/correspondents/content/2008/s2274772.htm>>.

Databases

Title, Producer, Vendor, frequency of updating.

Example: AGRIS database, United Nations Food and Agriculture Organization, Silver Platter (vendor), annual updating.

Digital Maps and Spatial Science Collection

Example: Department of Natural Resources and Water 2004, *Declared catchments of dams 2004*, Department of Natural Resources and Water, Queensland, viewed 18 September 2008, <<http://ereserveweb-prod.usq.edu.au:8089/services/spatial.php>>. *The Year of living Dangerously. (1985)*. (Videorecording). Road show.

Song

Include the following items of information:

- a. artist's surname and initial(s) followed by a full stop;
- b. year of recording, in round brackets, followed by a full stop;
- c. title of the song in italics, followed by a full stop;
- d. recording company followed by a full stop;
- e. place of recording followed by a full stop

Example

Bowie, D. (1979). *Heroes*. EMI. United Kingdom.

LEGAL CASES

Civil: The defendant v the plaintiff (year) journal (or website)

E.g. Gilroy v Angelov (2000) FCA 1775

Criminal: The crown v the defendant (year) journal (or website)

E.g. R v Blau (1975) WLR 1411

Source Reference:

Deakin University 2009, referencing using the author-date (Harvard) system Melbourne, Victoria, viewed 1st June 2009, <<http://www.deakin.edu.au/current-students/studysupport/study-skills/handouts/authordate-harvard.php#authordatesystem>>.

MARONITE COLLEGE OF THE HOLY FAMILY


HSC COURSE ASSESSMENT GRIDS



TERM 4, 2017 – TERM 3, 2018


Religion

Studies of Religion 1 unit – Year 12 / HSC – Stage 6 2017/2018


 Component	Task 1	Task 2	Task 3	Weighting %
	Prepared Response Religion and Belief Systems in Australia Post 1945	Half Yearly Examination	HSC Trial Examination	
	Term 4, Week 7	Term 1, Weeks 5/6	Term 3, Weeks 4/5	
	Outcomes Assessed H1, H3, H6, H7, H8, H9	Outcomes Assessed H2, H3, H4, H8, H9	Outcomes Assessed H1, H2, H3, H5, H6, H8, H9	
1. Knowledge and Understanding of Course Content	5	5	10	20
2. Source Based Skills	5		5	10
3. Investigation and Research	5	5		10
4. Communication of Information, Ideas and Issues in Appropriate Form		5	5	10
Total %	15	15	20	50

Religion

Studies of Religion 2 unit – Year 12 / HSC – Stage 6 2017/2018


 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Prepared Response Religion and Belief Systems in Australia Post 1945	Half Yearly Exam	Prepared Response	HSC Trial Examination	
	Term 4, Week 7	Term 1, Weeks 5/6	Term 2, Week 8	Term 3, Weeks 4/5	
	Outcomes Assessed H1, H3, H6, H7, H8, H9	Outcomes Assessed H1, H2, H4, H8, H9	Outcomes Assessed H1, H4, H5, H6, H7, H8, H9	Outcomes Assessed H1, H2, H3, H5, H6, H8, H9	
5. Knowledge and Understanding of Course Content	5	10	10	15	40
6. Source Based Skills	5	5		10	20
7. Investigation and Research	10	5	5		20
8. Communication of Information, Ideas and Issues in Appropriate Form		5	5	10	20
Total %	20	25	20	35	100

English
English Advanced – Year 12 / HSC – Stage 6 2017/2018

		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
		Listening Task Module C	AOS Viewing/ representing Mid-course exam	Prepared Extended response	Oral Assessment Module B: Critical Study of Text	HSC Trial Exam	
		Term 4, Week 9	Term 1, Week 5/6	Term 2, Week 4	Term 2, Week 7	Term 3 Week 5	
		Outcomes assessed H1, H2, H2A, H3, H4, H6, H7, H9, H10	Outcomes assessed H1, H2, H2A, H3, H4, H6, H7, H10,	Outcomes assessed H1, H2, H2A, H3, H4, H6, H7, H10, H1	Outcomes assessed H1, H2, H4, H7	Outcomes assessed H1, H2, H3, H4, H6, H8, H10, H11	
Syllabus Component	AOS		25			15	40
	Module A			15		5	20
	Module B				15	5	20
	Module C	15				5	20
MARKS		15	25	15	15	30	100
Language Modes	Listening	15					15
	Speaking				15		15
	Reading		5	5		15	25
	Writing		5	10		15	30
	Viewing/Representing		15				15
Total		15	25	15	15	30	100


English

English Extension 1 – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 5	Weighting %	
	Formal Response to Texts Genre: Comedy Critical response	Oral Assessment Genre: Comedy Tutorial Presentation	HSC Trial Exam		
	Term 1, Week 1	Term 2, Week 8	Term 3 Week 4/5		
	Outcomes assessed H1, H2, H3, H4	Outcomes assessed H1, H2, H4	Outcomes assessed H1, H2, H3, H4		
Knowledge and understanding of complex texts and of how and why they are valued	5	10	10	25	
Skills in: complex analysis, sustained composition, independent investigation	10	10	5	25	
Total %	15	20	15	50	


English

English Standard– Year 12 / HSC – Stage 6 2017/2018

		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %	
		Listening Task	AOS Viewing/representing	Prepared Extended response	Oral Assessment	HSC Trial Exam		
		Module C			Module B: Close Study of Text			
		Term 4, Week 9	Term 1, Week 5	Term 2, Week 4	Term 2, Week 10	Term 3 Week 5		
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed			
H1, H2, H2A, H3, H4, H6, H7, H9, H10	H1, H2, H2A, H3, H4, H6, H7, H10, H13	H1, H2, H4, H7	H1, H2, H4, H7	H1, H2, H3, H4, H6, H8, H10, H11, H12,				
Syllabus Component	AOS		25			15	40	
	Module A			15		5		20
	Module B				15	5		20
	Module C	15				5		20
MARKS		15	25	15	15	30	100	
Language Modes	Listening	15					15	
	Speaking				15		15	
	Reading		5	5		15	25	
	Writing		5	10		15	30	
	Viewing/Representing		15				15	
Total		15	25	15	15	30	100	


Creative and Performing Arts

Drama – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Individual Project Presentation and Logbook (50% complete)	Performance Essay Significant Plays of the 20 th Century (<i>The Laramie Project</i> & <i>Top Girls</i>)	Group Performance & Individual Project	HSC Trial Exam (all texts)	
	Term 1 , Week 9	Term 2 , Week 9	Term 3 , Week 6	Term 3, Week 4/5	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
H1.1-1.3, H1.5, H1.7-1.9, H2.1-2.4, H3.1-3.5	H1.1-1.3, H1.5, H1.7-1.9 H2.1-2.4 H3.1-3.5	H1.1-1.9 H2.1, H2.2, H2.4, H2.5 H3.1-H3.5	H1.1-1.9 H2.1, H2.2, H2.4, H2.5 3.1-H3.5		
Making	20		20		40
Critical Study		10		30	40
Performing		10	10		20
Total %	20	20	30	30	100


Creative and Performing Arts

Visual Arts – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Development of body of work – investigations of art making practice evident in Visual Arts Process Diary (VAPD) including experiments with materials, written reflections and explanations, research about related artists’ practice	In-class essay based on class work and/or case study content Art criticism and art history	Completed Body of work Material Practice	Trial HSC Examination Art criticism and art history		
	Term4, Week 9	Term 2, Week 8	Term 3 Week 2	Term 3 Weeks 4/5		
	Outcomes assessed H1, H2, H3, H4	Outcomes assessed H7, H8, H9	Outcomes assessed H1, H2, H3, H4, H5, H6	Outcomes assessed H7, H8, H9, H10		
Art making	30		20		50	
Art Criticism and Art History		20		30	50	
Total %	30	20	20	30	100	

Creative and Performing Arts


Music 1 – HSC / Year 12 – Stage 6 – 2017 / 2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition Portfolio and Aural Analysis Topic 1: <i>Radio, TV, Film & Multimedia</i> Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	Presentation of Performance and Viva Voce Topic 2: <i>20th/21st Centuries</i> Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Presentation and Submission: Topics 1 and 2 Electives Presentation of reflection on performance and/or reflection on compositional process in portfolio and/or evidence of related listening activities in musicology portfolio.	Trial HSC Examination Aural Skills Exam. Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3: <i>An Instrument & It's Repertoire</i>	
	Term 4, Week 8	Term 1, Week 5/6	Term 2, Week 6	Term 3, Week 4/5	
	Outcomes assessed H2, H5, H7	Outcomes assessed H1, H3	Outcomes assessed H1-8*	Outcomes assessed H4, H6, H8 (H1-8*)	
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30	15	45
Total %	20	20	30	30	100

*Teachers will select appropriate outcomes based on Elective options selected by each student.


Languages Other Than English

Arabic Continuers - Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Response in English to written texts	Response to spoken text/ oral interaction	Composing a written text – newspaper article	Trial HSC Examination	
	Life Styles	Lifestyles – daily life Culture and Traditions	Youth Issues		
	Term 4, Week 6	Term 1, Week 5/6	Term 2, Week 9	Term 3, Weeks 4/5	
	Outcomes assessed 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.2	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 3.6	Outcomes assessed 2.1, 2.2, 2.3, 4.1	Outcomes assessed 1.1, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Listening		20		10	30
Reading	20			10	30
Speaking		15		5	20
Writing			15	5	20
Total %	20	35	15	30	100


Languages Other Than English

Arabic Extension - Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Weighting %	
	Oral presentation/ newspaper feature article on prescribed issue	Personal response to prescribed text	Trial HSC Examination		
	Term 1, Week 5/6	Term 2, Week 7	Term 3, Week 4/5		
	Outcomes assessed 1.1, 1.2	Outcomes assessed 1.1, 1.2, 2.1, 2.2, 2.3	Outcomes assessed 1.1, 1.2, 2.1, 2.2, 2.3		
Text analysis		30	10	40	
Writing	20	10	10	40	
Speaking	10		10	20	
Total %	30	40	30	100	


Human Society in Its Environment

Ancient History – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Research Task Pompeii and Herculaneum	Mid-course Exam Pompeii and Herculaneum Sparta	Historical Inquiry & oral Presentation Hannibal	HSC Trial Exam Pompeii and Herculaneum ,Hannibal, Pompeii and Herculaneum , Sparta	
	Term 4, Week 9	Term 1, Week 5/6	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed AH12-1, AH12-2, AH12-3, AH12-4,	Outcomes assessed AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	Outcomes assessed AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7,	Outcomes assessed AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12	
Knowledge & understanding of course content	5	15		20	40
Source based skills: analysis, synthesis, and evaluation of historical information from a variety of sources	10	5		5	20
Historical enquiry and research including mandatory historical investigation	5	5	10		20
Communication of historical understanding in appropriate forms			15	5	20
Total %	20	25	25	30	100


Human Society in Its Environment

Business Studies – Year 12 / HSC – Stage 6

 <p style="text-align: center;">Component</p>	Task 1	Task 2	Task 3	Task 4	Weighting %
	Financial Stimulus- In Class Extended Response Finance	Half Yearly Examination Finance & Marketing	In Class and Take Home Extended Response/Research Task Operations & Human Resources	Trial Examination Finance, Marketing, Operations. Human Resources	
	Term 4, Week 8	Term 1, Week 5/6	Term 2, Week 10	Term 3, Week 5/6	
	Outcomes assessed H5, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Outcomes assessed H2, H4, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content		10	10	20	40
Stimulus based skills	10	5		5	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms		5	10	5	20
Total %	20	20	30	30	100


Human Society in Its Environment

Economics– Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighing %	
	Research Essay The Global Economy	Mid-course Examination The Global Economy, Australia's Place in the Global Economy	In-class Essay Economic Issues and Economic Policies and Management	HSC Trial Examination All topics		
	Term 1 , Week 1	Term 1, Week 5/6	Term 2, Week 9	Term 3, Week 5/6		
	Outcomes assessed H1, H2, H4, H6, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H6, H7, H8, H9, H10,	Outcomes assessed H2, H5, H9, H10, H12	Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H8, H10, H11		
Knowledge and understanding of course content	10	10	5	15	40	
Stimulus-based skills		10		10	20	
Inquiry and research	10		10		20	
Communication of information, ideas and issues in appropriate forms	5		10	5	20	
Total %	25	20	25	30	100	


Human Society in Its Environment

Legal Studies– Year 12 / HSC – Stage 6 2017/2018

 <p style="text-align: center;">Component</p>	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p style="text-align: center;">Media file and related written task</p> <p style="text-align: center;">Topic: Crime</p>	<p style="text-align: center;">Mid-course Exam</p> <p style="text-align: center;">Topic: Human Rights and Crime</p>	<p style="text-align: center;">Research/ Essay</p> <p style="text-align: center;">Topic: World Order</p>	<p style="text-align: center;">HSC Trial Exam</p> <p style="text-align: center;">Topic: ALL</p>	
	Term 4, Week 9	Term 1 , Week 5/6	Term 2, Week 5	Term 3, Week 4/5	
	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H1, H2, H3, H4, H5, H6, H7</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H1, H2, H3, H5, H6, H7, H8, H9, H10</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H1, H2, H3, H5, H6, H7, H8, H9, H10</p>	
Knowledge and understanding of course content	5	15	15	25	60
Research	5	5	5	5	20
Communication	5	5	10		20
Total %	15	25	30	30	100


Human Society in Its Environment

Society and Culture – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Report/Essay Belief Systems and Ideologies	Mid-course Examination Methodologies/Social and Cultural Continuity and Change	Oral Presentation Popular Culture	HSC Trial Examination All Topics	
	Term 4, Week 9	Term 1 , Week 5/6	Term 2, Week 10	Term 3 , Week 4/5	
	Outcomes assessed H6, H7, H9, H10, H11	Outcomes assessed H1, H2, H3, H5, H7, H9, H10	Outcomes assessed H1, H2, H3, H5, H7, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H9 , H10	
Knowledge and understanding of course content	10	15	10	15	50
Application and evaluation of social and cultural research methods	5	5	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100


Mathematics

Mathematics – Year 12 / HSC - Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Mid-course Exam	Investigation	HSC Trial exam	
	Term 4 2017, Week 7	Term 1 2018, Weeks 5/6	Term 2, Week 7	Term 3, Week 5-6	
	Outcomes assessed P2,P7,P8,H2,H6,H7	Outcomes assessed P2-P8, H2, H4-H9	Outcomes assessed H3-H6,H8,H9	Outcomes assessed P2-P8, H2 to H9	
Understanding Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	5	10	20	15	50
Total %	15	25	30	30	100


Mathematics

Mathematics Extension 1 (2 unit) – Year 12 / HSC - Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Mid-course Exam	Investigation	HSC Trial exam	
	Term 4 2017, Week 7	Term 1 2018, Week 5 / 6	Term 2, Week 7	Term 3 Week 4/5	
	Outcomes assessed PE3,PE4,HE2,HE7	Outcomes assessed H2-H9, PE2-PE6 HE2,HE4,HE6,HE7	Outcomes assessed HE3-HE7	Outcomes assessed H2-H9, PE2-PE6 HE2-HE7	
A. Understanding Fluency and Communicating	5	15	15	15	50
B. Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	15	25	30	30	100


Mathematics

Mathematics Extension 2 (2 unit) – Year 12 / HSC - Stage 6 2017/2018

 <p style="text-align: center;">Component</p>	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Mid-course Exam	Investigation	HSC Trial exam	
	Term 4 2017, Week 7	Term 1 2018, Week 5/6	Term 2, Week 7	Term 3 Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	E4,E9	E2,E3,E4,E6,E8,E9	E3,E7,E9	HE2-HE7, E2-E9	
Understanding Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	15	25	30	30	100


Mathematics

Mathematics General 2 – Year 12 / HSC - Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Mid-course Exam	Investigation	Trial exam	
	Term 4 2017, Week 7	Term 1 2018, Weeks 5/6	Term 2, Week 7	Term 3 Weeks 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MG2H1,3,9,10	MG2H1-3,5,7-10	MG2H1-5,7,9,10	MG2H1 - 10	
Understanding Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	5	10	20	15	50
Total %	15	25	30	30	100


Personal Development, Health and Physical Education

Community and Family Studies – Year 12 / HSC – 2017 / 2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Independent Research Project (IRP) Core: Research Methodology	Portfolio Core: Groups in Context	Practical simulation and written response Core: Parenting and Caring	HSC Trial Examination Research Methodology Groups in Context Parenting and Caring Social Impact of Technology	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 5 -7	Term 3, Week 4/5	
	Outcomes assessed H4.1 H4.2 7.1	Outcomes assessed H1.1 H2.2 H2.3 H 3.1 H3.3 H4.1 H4.2 H5.1 H6.2	Outcomes assessed H1.1 H2.1 H2.2 H2.3 H 3.2 H3.4 H5.1 H5.2 H6.1 H7.4	Outcomes assessed H4 H5 H6 H12 H13	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Total %	20	25	25	30	100


Personal Development, Health and Physical Education

Personal Development, Health and Physical Education – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Situational Management HSC Option: Sports Medicine	Research Core 1: Health Priorities in Australia	Case Study Core 2: Factors Affecting Performance	HSC Trial Examination Sports Medicine Health Priorities in Australia Factors Affecting Performance Improving performance		
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 5	Term 3, Weeks 4/5		
	Outcomes assessed H8 H17	Outcomes assessed H1 H2 H3 H14 H15	Outcomes assessed H7 H8 H9 H10 H11 H16 H17	Outcomes assessed H4 H5 H6 H12 H13		
Knowledge and understanding of course content	10	10	10	10	40	
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60	
Total %	20	25	25	30	100	


Science

Biology – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Open-ended Investigation Effect of Substrate Concentration on an Enzyme	Practical & Test Effect of environment on phenotype	Research and Presentation Infectious & Non-Infectious Diseases	HSC Trial Examination		
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4/5		
	Outcomes assessed H2, H6, H11, H12, H13, H14, H15	Outcomes assessed H4, H6, H7, H11, H13, H14	Outcomes assessed H4, H6, H8, H13, H14	Outcomes assessed H1-10, H13, H14		
Knowledge and Understanding	-	10	10	20	40	
Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations	15	15	-	-	30	
Skills in scientific thinking, problem-solving and in communicating understanding and conclusions	10	-	15	5	30	
Total %	25	25	25	25	100	


Science

Chemistry – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Perform first hand investigation	Research Task	HSC Trial Examination	
	Production of Materials	Acid Base Titration	Chemical monitoring in air pollution		
	Term 1, Week 2	Term 1, Week 9	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
H4, H8, H9, H10	H6, H8, H10, H11, H13, H14	H2, H3, H5, H13, H14	H1-10, H13, H14		
Knowledge and Understanding	15	-	5	20	40
Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations	-	20	10	-	30
Skills in scientific thinking, problem-solving and in communicating understanding and conclusions	10	5	10	5	30
Total %	25	25	25	25	100


Science

Physics – Year 12 / HSC – Stage 6

 <p style="text-align: center;">Component</p>	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p style="text-align: center;">Practical Investigation & Test</p> <p style="text-align: center;">Value of acceleration due to gravity & Space</p>	<p style="text-align: center;">Mid-course exam</p>	<p style="text-align: center;">Practical Investigation Report & Research</p> <p style="text-align: center;">Magnetic levitation & Superconductors</p>	<p style="text-align: center;">HSC Trial Examination</p> <p style="text-align: center;">HSC Trial</p>	
	Term 4, Week 7	Term 1, Week 5/6	Term 2, Week 5	Term 3, Week 4/5	
	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H2, H6, H11, H12, H13, H14, H15</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H1, H2, H3, H4, H5, H9 H12, H13,</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H1, H2, H3, H4, H13, H14</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">H1-10, H13, H14</p>	
Knowledge and Understanding	5	15	-	20	40
Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations	15	-	15	-	30
Skills in scientific thinking, problem-solving and in communicating understanding and conclusions	5	10	10	5	30
Total %	25	25	25	25	100


Technology

Industrial Technology: Multimedia Technologies – Year 12 / HSC 2017/2018

 <p style="text-align: center;">Component</p>	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Major Project	Major Project / Industry Related manufacturing technology	Industry Study	Trial HSC Examination		
	Major Project / Oral Task	Research, planning and Development	Industry Report			
	Term 4, Week 9	Term 1 , Week 8	Term 2, Week 5	Term 3, Week 4/5		
	Outcomes assessed H3.2, H5.1, H5.2,	Outcomes assessed H1.2, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.2, H6.2,	Outcomes assessed H1.1,H1.2,H1.3, H4.2, H5.1, H5.2, H7.1, H7.2	Outcomes assessed H1.1, H1.2, H1.3, H2.1, H3.1, H4.3, H6.1, H7.1, H7.2		
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry			20	20	40	
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	20	30		10	60	
Total %	20	30	20	30	100	

Technology

Textiles and Design – Year 12 / HSC – Stage 6 2017/2018

 Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Major Project Presentation	Project Experimentation	Manufacturing Specifications	Trial HSC Examination		
	Design	Properties and Performance of Textiles	Properties and Performance of Textiles			
	Term 4, Week 8	Term 1 , Week 3	Term 2, Week 5	Term 3, Week 4/5		
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	H1.1; H1.2; H2.1, H2.2, H6.1,	H3.1; H4.1; H4.2	H3.1, H3.2, H4.1, H4.2, H2.3	H1.3; H2.1; H3.1; H3.2; H5.1, H5.2; H6.1		
Knowledge and understanding of Textiles and the Textiles Industry	10	5	5	30	50	
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	5	25	20		50	
Total %	15	30	25	30	100	



Maronite College of the Holy Family

Assessment Grid 2018

Course:	VET Construction (240 hours) – Year 12 / HSC – Stage 6
Qualification:	CPC20211 Certificate II in Construction Pathways
Delivery Period	2017-2018
NESA Course Code	26201
NESA Examination Code	26299
Trainer/Assessor	Elie Asmar

Module	Unit Code	Unit of Competency Title	AQF Status	HSC Status	HSC Indicative hours
Brick and Concrete Shoes	CPCCCO2013A	Carry out concreting to simple forms (Prerequisite CPCCOHS2001A)	Group H Elective	Elective	20
	CPCCCM2006B	Apply basic levelling procedures (Prerequisite CPCCOHS2001A)	Group H Elective	Elective	15
	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	Group A Elective	Elective	20
	CPCCBL2002A	Use bricklaying and blocklaying tools and equipment	Group A Elective	Elective	10
School Based Project	CPCCCM2005B	Use construction tools and equipment	Listed Elective	Mandatory	25
	CPCCCM1013A	Plan and organise work	Core	Mandatory	10

	CPCCCM2004A	Handle construction materials (Prerequisite CPCCOHS2001A)	Group H Elective	Elective	20
TOTAL HOURS					120 hours
Assessment Tasks	Approximate Date	Competency Assessed	Assessment Tools	Task Description	Weighting
Task 1	Term 1, Weeks 5/6	Mandatory and Elective units	Task 1: Written Questions	Mid-course Exam Exam style paper with Multiple choice, short answer questions and extended responses	50%
Task 2: Brick and Concrete Shoes	Term 1, Week 7	CPCCCO2013A CPCCCM2006B CPCCBL2001A CPCCBL2002A	Task 2: Observation/ Written questions / Portfolio	Brick and Concrete Shoes Students complete concreting and bricklaying based tasks as well as completing a portfolio.	N/A Competency based
Task 3: HSC Trials	Term 3, Week 4	Mandatory units	Task 3: Written questions	HSC Trials Exam style paper with Multiple choice, short answer questions and extended responses	50%
Task 4: School based project	Term 3, Week 7	CPCCCM2005B CPCCCM1013A CPCCCM2004A	Task 4: Observation/ Written questions / Portfolio	School Based Project Students are given options to construct a project as well as completing a portfolio. .	N/A Competency based
Mandatory work placement for HSC – Term 4 Week 6 (2017)					35 hours
TOTAL	Competency based assessment tasks will ONLY assess the mentioned competencies. There is NO weight attached to them.				100%

HSC ASSESSMENT TASKS DUE DATES

TERM	WEEK	DATE	TASK DUE
4	1	10 th October to 13 th October	
4	2	16 th October to 20 th October	
4	3	23 rd October to 27 th October	
4	4	30 th October to 3 rd November	
4	5	6 th November to 10 th November	
4	6	13 th November to 17 th November	Arabic Continuers Task 1 due – Response in English to written texts
4	7	20 th November to 24 th November	Studies of Religion 1-unit Task 1 due - Prepared Response Studies of Religion 2-unit Task 2 due – Prepared Response Mathematics Task 1 due – Topic test Mathematics Extension 1 Task 1 due – Topic Test Mathematics Extension 2 Task 1 due – Topic Test Mathematics General 2 Task 1 due – Topic Test Personal Development, Health and Physical Education Task 1 due Biology Task 1 due – Open-ended investigation Physics Task 1 due – Practical Investigation and Test
4	8	27 th November to 1 st December	Music Task 1 due – Composition Portfolio and Aural Analysis Business Studies Task 1 due – In class extended response Modern History Task 1 due – Research and source analysis Community and Family Studies Task 1 due – Independent Research Project Textiles and Design Task 1 due – Major project presentation
4	9	4 th December to 8 th December	English Advanced Task 1 due – Listening Task

			<p>English Standard Task 1 due – Listening Task</p> <p>Visual Arts Task 1 due – Development of body of work</p> <p>Ancient History Task 1 due – Source Research task</p> <p>Legal Studies Task 1 due – Media file and related written task</p> <p>Society and Culture Task 1 due – Research report / Essay</p> <p>Industrial Technology: Multimedia Task 1 due – Major Project</p>
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TERM	WEEK	DATE	TASK DUE
1	1	29 th January to 2 nd February 2018	English Extension 1 Task 1 due – Formal response to texts English Extension 1 Task 1 due – Formal response to texts Economics Task 1 due – Research essay
1	2	5 th February to 9 th February 2018	Chemistry Task 1 due – Topic Test
1	3	12 th February to 16 th February 2018	Textiles and Design Task 2 - Project experimentation
1	4	19 th February to 25 th February 2018	HSC Mid-course exam assessment free week
1	5	26 th February to 4 th March 2018 Exam Block	Studies of Religion 1-unit Task 2 due –Mid course exam Studies of Religion 2-unit Task 2 due –Mid course exam English Advanced Task 2 due – AOS Viewing / representing English Standard Task 2 due – AOS Viewing / representing Music Task 2 due – Presentation of Performance and Viva Voce Arabic Continuers Task 2 due – Response to spoken text/oral interaction Ancient History Task 2 due – Mid course exam Business Studies Task 2 due – Mid course exam Economics Task 2 due – Mid course exam Legal Studies Task 2 due – Mid course exam Modern History Task 2 due – Mid course exam Society and Culture Task 2 due – Mid course exam Mathematics Task 2 due – Mid course exam Mathematics Extension 1 Task 2 due – Mid course exam Mathematics Extension 2 Task 2 due – Mid course exam Mathematics General 2 Task 2 due – Mid course exam Physics Task 2 due – Mid course exam VET Construction Task 1 – Mid course exam
1	6	5 th March to 9 th March 2018 Exam Block	

			Arabic Extension Task 1 due - Oral presentation
1	7	12 th March to 16 th March 2018	VET Construction Task 2 – Observation / Portfolio
1	8	19 th March to 23 rd March 2018	Community and Family Studies Task 2 due – Portfolio Personal Development, Health and Physical Education Task 2 due Biology Task 2 due – Practical and Test Industrial Technology: Multimedia Task 2 due - Research
1	9	26 th March to 29 th March 2018	Drama Task 1 due – Individual Project Presentation and Logbook Chemistry Task 2 due – Perform first hand investigation
1	10	3 rd April to 6 th April 2018	
1	11	9 th April to 13 th April 2018	

TERM	WEEK	DATE	TASK DUE
2	1	30 th April to 4 th May 2018	
2	2	7 th May to 11 th May 2018	
2	3	14 th May to 18 th May 2018	
2	4	21 st May to 25 th May 2018	English Advanced Task 3 due – Prepared Extended response English Standard Task 3 due – Prepared Extended response
2	5	28 th May to 1 st June 2018	Legal Studies Task 3 due – Research / Essay Community and Family Studies Task 3 due – Written response Personal Development, Health and Physical Education Task 3 due Physics Task 3 due – Practical investigation report and research Industrial Technology: Multimedia Task 3 due – Industry report Textiles and Design Task 3 due – Manufacturing Specifications
2	6	4 th June to 8 th June 2018	Music Task 3 due – Presentation and Submission Modern History Task 3 due – Oral Task Chemistry Task 3 – Research Task
2	7	11 th June to 15 th June 2018	English Advanced Task 4 due – Oral Assessment Mathematics Task 3 due – Investigation Mathematics Extension 1 Task 3 due – Investigation Mathematics Extension 2 Task 3 due – Investigation Mathematics General 2 Task 3 due – Investigation Arabic Extension Task 2 due – Personal response to prescribed text
2	8	18 th June to 22 nd June 2018	Studies of Religion 2-unit Task 3 due – Prepared Response English Extension 1 Task 2 due - Oral Assessment English Extension 1 Task 2 due – Oral Assessment

			<p>Visual Arts Task 2 due – In class essay</p> <p>Ancient History Task 3 due – Historical Inquiry and oral presentation</p> <p>Biology Task 3 due – Research and Presentation</p>
2	9	25 th June to 29 th June 2018	<p>Drama Task 2 due – Performance Essay</p> <p>Arabic Continuers Task 3 due – Composing in written text</p> <p>Economics Task 3 due – In class essay</p>
2	10	2 nd July to 6 th July 2018	<p>English Advanced Task 4 due – Oral Assessment</p> <p>English Standard Task 4 due – Oral Assessment</p> <p>Business Studies Task 3 due – In class and take home extended response</p> <p>Society and Culture Task 3 due – Oral Presentation</p>

TERM	WEEK	DATE	TASK DUE
3	1	23 rd July to 27 th July 2018	
3	2	30 th July to 3 rd August 2018	Visual Arts Task 3 due – Completed Body of Work
3	3	6 th August to 10 th August 2018	HSC Assessment Free Week

3	4	13 th August to 17 th August 2018 HSC Trial Exam Block	<p>Studies of Religion 1-unit Task 3 due – HSC Trial Examination</p> <p>Studies of Religion 2-unit Task 4 due – HSC Trial Examination</p> <p>English Advanced Task 5 due – HSC Trial Examination</p> <p>English Standard Task 5 due – HSC Trial Examination</p> <p>English Extension 1 Task 3 due – HSC Trial Examination</p> <p>Drama Task 4 due – HSC Trial Examination</p> <p>Visual Arts Task 4 due – HSC Trial Examinations</p> <p>Music Task 4 due – HSC Trial Examination</p> <p>Arabic Continuers Task 4 due – HSC Trial Examination</p> <p>Ancient History Task 4 due – HSC Trial Examination</p> <p>Business Studies Task 4 due – HSC Trial Examination</p> <p>Economics Task 4 due – HSC Trial Examination</p> <p>History Extension Task 4 due – HSC Trial Examination</p> <p>Legal Studies Task 4 due – HSC Trial Examination</p> <p>Modern History Task 4 due – HSC Trial Examination</p> <p>Society and Culture Task 4 – HSC Trial Examination</p> <p>Mathematics Task 4 due – HSC Trial Examination</p> <p>Mathematics Extension 1 Task 4 due – HSC Trial Examination</p> <p>Mathematics Extension 2 Task 4 due – HSC Trial Examination</p> <p>Mathematics General 2 Task 4 due – HSC Trial Examination</p> <p>Community and Family Studies Task 4 due – HSC Trial Examination</p> <p>Personal Development, Health and Physical Education Task 4 due – HSC Trial Examination</p> <p>Biology Task 4 due – HSC Trial Examination</p> <p>Chemistry Task 4 – HSC Trial Examination</p> <p>Physics Task 4 due – HSC Trial Examination</p> <p>Industrial Technology: Multimedia Task 4 due – HSC Trial Examination</p> <p>Textiles and Design Task 4 – HSC Trial Examination</p> <p>VET Construction Task 3 due – HSC Trial Examination</p> <p>Arabic Extension Task 3 due – HSC Trial Examination</p>
3	5	20 th August to 24 th August 2018 HSC Trial Exam Block	<p>Mathematics Task 4 due – HSC Trial Examination</p> <p>Mathematics Extension 1 Task 4 due – HSC Trial Examination</p> <p>Mathematics Extension 2 Task 4 due – HSC Trial Examination</p> <p>Mathematics General 2 Task 4 due – HSC Trial Examination</p> <p>Community and Family Studies Task 4 due – HSC Trial Examination</p> <p>Personal Development, Health and Physical Education Task 4 due – HSC Trial Examination</p> <p>Biology Task 4 due – HSC Trial Examination</p> <p>Chemistry Task 4 – HSC Trial Examination</p> <p>Physics Task 4 due – HSC Trial Examination</p> <p>Industrial Technology: Multimedia Task 4 due – HSC Trial Examination</p> <p>Textiles and Design Task 4 – HSC Trial Examination</p> <p>VET Construction Task 3 due – HSC Trial Examination</p> <p>Arabic Extension Task 3 due – HSC Trial Examination</p>
3	6	27 th August to 31 st August 2018	Drama Task 3 due – Group Performance and Individual Project

3	7	3 rd September to 7 th September 2018	VET Construction Task 4 due – Observation / Portfolio
3	8	10 th September to 14 th September 2018	
3	9	17 th September to 22 nd September 2018	
3	10	24 th September to 28 th September 2018	