

Springwood High School Combined Senior Curriculum



**Preliminary HSC Assessment
Policy, Procedures & Schedule**

Term 4 2014 - Term 1 2015

THE COMBINED SENIOR CURRICULUM (CSC)

From 2014, the senior curriculum structure at SHS will not distinguish between Year 11 and Year 12 students. The senior curriculum structure instead will have students completing what might be called senior year 1 and senior year 2.

Typically, within this model students will meet Board of Studies requirements for the completion of the preliminary HSC and HSC courses for 3 subjects in senior year 1, including sitting the HSC examinations for these 3 subjects in this year. Students then move onto studying and completing preliminary HSC and HSC course requirements for another 3 courses in senior year 2, in accordance with the number of units being studied.

Some benefits of this model include:

- an enhanced capacity to offer students a broader range of subjects over the two years of their senior schooling
- more strongly aligning learning and progression in learning to student interest and need rather than chronological age
- more focused concentration in learning and assessment for students, who will no longer be expected to master skills, knowledge and understandings in 6 subjects at the same time
- the opportunity for some students to re-evaluate senior subject choices in the transition from senior year 1 to senior year 2
- ability to spread major works over two years instead of one
- enabling students who so desire to leave school for the workplace before the end of senior year 2 having completed 3 HSC subjects

RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

It is a cumulative credential recognising all of a student's academic achievements. Instead of just showing what a student's results were at the end of Year 10, the RoSA recognises that many students who leave school before the HSC examinations still complete some Preliminary HSC courses.

The RoSA will show students' Year 10 grades, as well as any grades for Preliminary HSC courses completed. If a student starts a course but leaves school before completing it, their RoSA will show evidence of his or her enrolment. The RoSA will also show results of any VET or Life Skills courses a student completes in Year 10 and/or the Preliminary HSC course. More information can be found at:

<http://www.boardofstudies.nsw.edu.au/rosa/students.html>

REQUIREMENTS & ASSESSMENT PROGRAM

The purpose of this booklet is to provide the following information for teachers, students, parents and the community:

- the requirements for the award of the HSC
- HSC Board Courses and their requirements
- the requirements for satisfactory achievement in Preliminary courses
- the arrangements for students deemed “N” or Unsatisfactory in a Preliminary Course
- the student tasks required for assessment in each course
- the weighting for each task
- the policies and procedures for dealing with cases of malpractice in assessment tasks
- the policies and procedures for the submission of assessment tasks
- the procedures for reporting students’ performance on assessment tasks
- students’ rights and responsibilities.

1. REQUIREMENTS FOR THE AWARD OF THE HSC

To be awarded the HSC, you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

- at least six units from Board Developed Courses including at least two units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects (n.b. at most six units of courses in Science can contribute to Higher School Certificate eligibility)
- you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course
- you must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all HSC rules and requirements you will need to know. This can be found at the BOS website: http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/#studying_nsw_hsc
Additional information for students is available at: <http://www.boardofstudies.nsw.edu.au/yourhsc/> and elsewhere on the the Board of Studies website, which is an important point of reference.
- If you wish to receive the Australian Tertiary Admission Rank (ATAR) you must study a minimum of ten Board Developed units in the HSC Course.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Industry Curriculum Frameworks

The Board has developed curriculum frameworks for a number of industry areas. You must undertake a work placement to complete these courses successfully. Tourism and Events is only offered through TAFE delivery.

Courses in the VET Industry Curriculum Frameworks can be studied as Preliminary and/or HSC courses. The 240-hour course in each framework (and 360-hour course in Human Services) will have a written examination which students can choose to undertake, enabling their results to be included in the calculation of the ATAR as a Category B subject.

Industry Curriculum Framework		Course Information
Automotive	120-hour course	240-hour course
Business Services	120-hour course	240-hour course
Construction	120-hour course	240-hour course
Electrotechnology	120-hour course	240-hour course
Entertainment Industry	120-hour course	240-hour course
Financial Services	120-hour course	240-hour course
Hospitality	120-hour course	240-hour course
Human Services	240-hour course	360-hour course
Information Technology	120-hour course	240-hour course
Metal and Engineering	120-hour course	240-hour course
Primary Industries	120-hour course	240-hour course
Retail Services	120-hour course	240-hour course
Tourism and Events	120-hour course	240-hour course

ASSESSMENT REQUIREMENTS

1. SATISFACTORY COMPLETION OF A COURSE

To achieve satisfactory achievement in a Preliminary course a student must demonstrate that they have:

- **followed** the course developed or endorsed by the Board of Studies
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided by the school in that course. This includes classwork, homework and assessment tasks
- **achieved** some or all of the course outcomes.

2. ATTENDANCE

If a student shows an unsatisfactory pattern of attendance, the course completion criteria may not be met and hence a student may be declared unsatisfactory in a course. Students will be given early warning of the consequences of absences through official warning letters.

3. LENGTH OF PRELIMINARY COURSES & CHANGES IN TRANSITION TO HSC

The Preliminary courses will be completed in week 9 of term 1. HSC Courses will commence in week 10 of term 1. **Students are strongly advised to complete at least 12 units of study for the HSC.** However, if you are planning to drop a 2 unit course, you may be able to do so after consultation with the appropriate Head Teacher and Deputy Principal from the start of Week 2, Term 2. Further information about HSC Extension courses which start in Term 2 will be provided by faculties to relevant students during Term 1. Extension course classes may run outside of the school timetable at a time when the teacher is available.

4. UNSATISFACTORY COMPLETION OF A PRELIMINARY COURSE

Students who are deemed as being unsatisfactory in a Preliminary course may be accepted on probation into the HSC course. However, this carries the stipulation that Preliminary course requirements as set out by the Principal (in consultation with the relevant Head Teacher) will be completed. This may require the student to undertake:

- a supplementary examination and/or
- further assessment tasks.

Students will be advised in writing of their individual requirements to satisfactorily complete the particular course. Students will be advised in writing of the results of the supplementary examinations and strategies will be discussed with regard to their future courses of study.

5. CHANGING COURSES

The Principal may allow a change of subject or course provided that he or she is satisfied that the student can satisfactorily complete the new course. A change of Preliminary HSC course is best made before the end of week 8 of term 4 (i.e. the 3rd week of the Preliminary course). Students wishing to change courses after satisfactorily completing a Preliminary course will have the completed course recorded on their Record of School Achievement. These students must satisfactorily complete all requirements of the new Preliminary course before the Principal can

certify the achievement of the outcomes of the new course. Unless the Principal can so certify, the student's entry for the HSC course cannot be validated. The Principal may allow students to begin study of the HSC course while concurrently completing Preliminary course requirements.

A change of course will only be allowed after consultation with the relevant Deputy Principal, the Careers Adviser and the Head Teacher of the subjects concerned. **You should first discuss the matter with the Deputy Principal, in order to begin the process.**

6. COMPLETION OF ASSESSMENT TASKS

All work must be submitted **on** or **before** the due date. Tasks not completed in class are to be submitted **at the start of the relevant subject period** on the due date. Late work will be awarded a **zero mark** unless a written application for an extension of time has been made to the Deputy Principal prior to the due date. An extension of time will only be granted in extreme circumstances.

All work must be submitted in a hard (paper) copy unless directed otherwise by the subject teacher. USBs will not be accepted as evidence of a completed task. If students experience difficulty with the printing out of assessment material, they must arrange printing of material **before** the lesson.

If a task is missed due to illness or misadventure, the student is required to submit an application for misadventure (see example at the end of this booklet), a **Doctor's Certificate** and a written note from a parent / caregiver to indicate the grounds for the application.

A student may apply to the Deputy Principal for an extension of time **BEFORE** the due date. Supporting statements from a parent / caregiver will be required. Extension request forms are available from the Deputy Principal.

7. FAILURE TO COMPLETE ASSESSMENT TASKS

When a student has a valid reason for not completing an assessment task, the student is required to submit an "Illness and Misadventure Form" (See back of booklet) to the Deputy Principal as soon as possible. If the Deputy Principal, in consultation with the relevant Head Teacher, approves the submission, a mark may be awarded on a suitable substitute task **or** an estimate given based on other appropriate work. This will only occur in extreme circumstances. If there is no valid reason for non-completion of an assessment task by the due date, a zero mark will be recorded for that task.

8. MALPRACTICE

Assessment tasks must be students' own work

The purpose of the assessment procedure is to measure a student's achievement throughout the duration of the assessment period. It is essential that the assessment be the student's own individual effort, not that of others. Therefore with designated assessment tasks such as home assignments and research tasks, students may be required to sign a statement that the work is, in fact, essentially his or her own work. If at a subsequent date the work is found not to be essentially his or her own, a mark of zero may be recorded for the assignment. A student may lodge an appeal about this decision with the Principal.

9. TASKS UNDERTAKEN UNDER EXAMINATION CONDITIONS

Any allegation of inappropriate behaviour will be investigated by the Deputy Principal and relevant Head Teacher. If dishonesty takes place in the completion of an assessment task of this type, the student will be awarded a mark of zero. An appeal may be made to the Principal.

10. COMMUNICATING AND REPORTING

- **After each assessment task**
Students will be given timely feedback on each assessment task. This will take the form of a mark or grade and include comments.
- **Formal Reports**
Students will receive a mid-course progress report and an end of Preliminary course report. Students will be given their examination mark and their position in the course on their final Preliminary Course report.

11. STUDENTS AT RISK OF NOT ACHIEVING A SATISFACTORY RESULT

- Students will be advised, in writing, in time for the problem to be corrected.
- Parents or guardians will be advised in writing if the student is under 18.
- A written acknowledgment of the warning from the parent/student is requested.
- Copies of warning notices are retained by the school. (*See copy of warning notice at the back of this booklet.*)

12. STUDENT GUIDE TO ASSESSMENT APPEALS FOR VOCATIONAL EDUCATION AND TRAINING COURSES

This guide describes the appeal process and your rights. You have the right to have your appeal dealt with confidentially, fairly, promptly and without fuss. You have the right to lodge an appeal against the assessment of your competency on the following grounds:

- The assessment process did not provide you with a fair and reasonable opportunity to demonstrate your competency.
- You were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- You were ill at the time of assessment (must be supported by a medical certificate).

The appeal must be lodged with the school within five working days of the actual assessment.

The RTO (Penrith District Office) must deal with your appeal within five working days from the registered date of receipt of the appeal.

An appeals panel appointed by the RTO is given responsibility to manage the appeals system and process on its behalf.

In response to your appeal the appeals panel may:

- interview any of the people involved in your assessment process
- request another assessor to review your case
- schedule another assessment
- uphold or reject your appeal at any stage.

You have the right to have a support person of your choice during the appeals process to help you and to verify the grounds of your appeal.

The RTO must accurately document all appeals procedures and outcomes and provide you with copies.

If you are still unhappy with the outcome of the appeal you can appeal to the Penrith District Office.

If you require any further information or assistance with regard to an appeal, please contact the VET Coordinator at school or on the school phone number 4751 2111.

13. THE SCHOOL'S ASSESSMENT REVIEW COMMITTEE

The Board has determined that students may seek a review of the assessments if their position in the school's Order of Merit differs significantly from expectations they may have from feedback for their performance on assessment tasks throughout the course. This review would be based on the procedures for determining the final assessment mark, not on a reconsideration of teachers' judgments of the worth of individual tests, assignments, projects and other work on which the assessment mark is based. The School Assessment Committee would have to review and ascertain that:

- the weightings used by the faculty in its assessment program conform to the Board's requirements as detailed in the subject guide
- the procedures used for determining the final subject assessment mark conform to its stated assessment program
- the computational procedures taken by the Faculty in reaching the assessment mark contain no errors.

Changes to assessments will only be made if the School Review Committee finds an error or discrepancy in one or more of the three elements listed above. The School Review Committee will be made up of the following:

- the Principal or the Principal's nominee (Chairperson)
- two people not involved in determining the Assessments for the course involved
- one person directly involved with the course including the preparation of Assessments.

Students making an appeal are to be given a full and detailed written answer which outlines the Committee's decision.

14. QUESTIONS A PRELIMINARY HSC STUDENT MIGHT ASK

How many tasks will there be?

- This varies, but generally you will do three to five tasks for each 2 unit course.

How many tasks do I have to do?

- If the non award of the course means you fall below 12 Units, you will not be awarded a Preliminary HSC Certificate at all.
- Your parents / caregivers will be informed each time you do very poorly, get a zero or fail to complete a task.

What is needed for a Preliminary HSC Assessment Mark?

- Faculties will devise tasks, common activities and assessment schedules for each course.
- Task outlines will be prepared for all courses.
- A Preliminary HSC Assessment Schedule (i.e. this document) will be distributed to students at the beginning of the course or as new Preliminary HSC students enrol at SHS.
- Students must satisfactorily complete tasks and coursework to be assessed and reported on for the award of each HSC course.

What happens if I am not able to submit an assessment task on the due date?

- A student may apply to the Deputy Principal for an extension of time **BEFORE** the due date – a medical certificate and supporting statements from a parent / caregiver will be required. Extension Request forms are available from the Deputy Principal.
- If a task is missed due to illness or misadventure, the student is required to submit an application for misadventure (see example at the end of this booklet, a Doctor's Certificate and a written note from a parent / caregiver to explain any illness. *These must be handed to the Deputy Principal of the missed assessment task on the **first** day of attendance at school after the illness, **not** in the first lesson that you see your teacher - which may be two or three days later.*
- If no acceptable / reasonable excuse is provided then the student is awarded a ZERO for the task - but is still required to complete it or a substitute task for progress reporting.
- The student, parent / caregiver will be informed in writing of the zero or extension of time.
- A reply slip should be signed by a parent / caregiver and returned to the Deputy Principal.
- The Head Teacher will be informed.
- Initial or official warning letters notifying your parents of unsatisfactory performance ('N' awards) will be sent by the Head Teacher, as required.

What happens if a student is not satisfying course requirements because of their attendance?

- This document explains the relationship between progress, achievement of outcomes, and indicative hours required to satisfactorily complete courses.
- Teachers will mark class rolls to check students' participation in courses.
- An interview will take place with the Head Teacher and Deputy Principal as required or during the senior review.
- You may be placed on probation. Your continuation within the course will depend on your further progress.
- Initial and official warning letters regarding progress and unsatisfactory achievement of outcomes will be sent to parents / caregivers if requirements are not being met. (*See copy of the official Board of Studies warning letter at the back of this booklet.*)
- Parents / caregivers will be required to acknowledge letters.
- Copies of warning notices are retained by the School.

What happens if I receive an initial warning letter, or official warning letter for failing to complete a task or failure to meet the course requirements?

If you receive one of these letters you will be given another chance to complete the task or improve attendance at the course. Failure to do so after the second official warning may result in your being declared unsatisfactory in the course. This also means you may have to withdraw from the course if course requirements have not been satisfactorily fulfilled.

What about exams?

Exams are almost always used as assessment tasks and if you miss one, it is treated in the same way as missing an assessment task. If you miss an exam for any reason you should:

- Phone the school and leave a message for the Head Teacher Administration that you will be absent.
- Liase with the Head Teacher Administration to complete the exam at the first available opportunity. This will usually be when an exam is being conducted in a subject you do not study. Don't wait until all the exams are over before you contact the Head Teacher Administration to present yourself for the missed exam.
- Supply a Doctor's Certificate and a note from your parent, as is required for other assessment tasks.
- An estimate may be given in extreme circumstances.

Why should I do any other (i.e.non-assessment) class work?

To be eligible for your Preliminary Higher School Certificate by fulfilling course requirements. You are required to do your usual class work such as assignments, homework and revision exercises because this is necessary for you to meet all course requirements.

What happens if I copy another person's work?

- Malpractice includes all instances of cheating, copying, or misrepresenting work as your own e.g. copying from text books, sharing other people's work.
- When malpractice occurs, ***all*** students involved will be awarded zero for the task.

- Plagiarism is another form of malpractice - using large pieces of text / pictures from books / encyclopaedia / computer programs - and not re-writing them in your own words or giving their source - will also result in a zero award.
- All work must be your own, and of the highest standard *you* can produce.

What happens if my computer breaks down and I lose all my work?

- Computer failure is not considered a valid reason for lateness or non-completion of tasks. Ensure you are regularly saving your work and have made a back-up copy each time you work on a task. If you are able to submit an assessment by email, you must still retain a back-up copy.
- Keep a hard copy / draft of all your work as it is progressively completed.
- Hand in drafts if you cannot get the work from your computer disk.
- Do not leave computer-based presentations to the night before - that's when the disk is sure to fail or the printer will run out of ink / toner.

What is an ATAR?

Advice about an Australian Tertiary Admission Rank (ATAR) will be forwarded to you if your courses make you eligible for entrance to a university and if you have asked for the advice. Your Australian Tertiary Admission Rank is based on a combination of scaled marks in ten units of satisfactorily completed Board Developed Courses:

- Two units of English
- your next best 8 units chosen from your remaining units. Only one category B course can be included in the UAI calculation.

Both the HSC exam marks and the assessment marks prepared for Board Developed Courses are used to calculate the ATAR. This is only used to decide who can apply for university courses.

For more information visit: <http://www.uac.edu.au/undergraduate/atar/>

What avenues for appeal do I have?

You are strongly advised to talk to your teachers if you are having difficulty with your courses. If you leave it too late, the N Award procedures commence and it becomes more difficult for students to get back on track. The following forms are available from the Deputy Principal. You must be able to support these appeals with evidence.

- Student Application for Extension of Time on an Assessment Task.
- Student Appeal – Illness, Accident, Misadventure.

What do I do if I feel I am not being treated fairly?

- You may only appeal against a particular mark at the time it is awarded to you. Your teacher will explain why you have been awarded that particular mark.
- Issues relating to incorrect addition and totalling of the marks received for individual assessment and test components must be raised with your teacher at the time and in the place (i.e. in the lesson and the learning space) of the return of the assessment task or test paper.
- When you are given your Course Ranking after the HSC, you may appeal against it if you feel a mistake has been made. A panel will be formed to consider your appeal. See the Deputy Principal for details when you need them.

Rights and Responsibilities

These rights and responsibilities are equally important.

Rights

- Students have the right to know how assessment procedures operate in each subject they study. However, the teacher has the right to vary their assessment schedule where they see the need, provided due notice is given. Parents/carers are to be notified of changes in writing and the Deputy Principal is to be informed.
- Students have the right to know, before the beginning of the course, the:
 - components and weighting for each course
 - nature of each assessment task
 - an approximate time for each task
 - mark value for each task in relation to the total number of marks for the course.
- Students have the right to know why they received the Assessment Mark they did, and how they may improve in future assessments.
- Students have the right to be given early warning, in writing, that their non-submission of assessment work in a given subject will lead to refusal of the Board to award an Assessment and Examination Mark in the Preliminary Course.

Responsibilities

- Students have the responsibility to complete all assessment work to the best of their ability.
- Students have the responsibility to advise the Deputy Principal of any illness, accident or misadventure which will adversely affect their assessment work, and to advise this as soon as possible.
- Students have the responsibility of ensuring that drafts and back up copies of tasks being completed at home and over time are kept and are able to be readily submitted if and when required.
- Students have the responsibility of seeking correction to instances of incorrect addition and totalling of test and assessment marks during the lesson and in the learning space in which the task or test is returned. Corrections will not be considered at a later time and once a task or test has been removed from the learning space in which it was returned.
- Students have the responsibility to do their best to compensate for any illness, accident or misadventure which affects their work.
- Students have the responsibility to keep this policy booklet, and any additional policy documents issued to them, in a safe place so that it may be referred to when necessary.

On the next few pages you will find schedules of the assessable tasks for each Preliminary HSC course. More details will be available from Head Teachers and class teachers of each faculty. Read this handbook carefully. Check that you understand every part of it. If you or your parents have any questions regarding HSC or Assessment rules, see the Deputy Principal, Head Teachers or your Year Adviser.

ANCIENT HISTORY

COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 3	Term 1 Week 6	Term 1 Week 8-9
		Investigating the past - Source analysis	Trojan War Prepared essay	Historical investigation Research and presentation	End of Course Examination
		P1.2, P3.1, P3.5, P3.6	P1.1, P2.1, P3.1, P3.2, P3.3, P3.6	P1.1, P3.1, P3.5, P3.6, P4.2	P2, P3, P5, P6, P7, P8, P9
Knowledge and understanding of course content	40	10	10		20
Source based skills	20	10	5		5
Historical inquiry and research	20			20	
Communication of historical understanding in appropriate forms	20		5	10	5
Marks	100	20	20	30	30

BIOLOGY

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1, Week 3	Term 1, Week 6	Term 1 Week 8-9
		First-Hand Investigation and report	Mid-Course Examination	Research and Data Analysis	End of Course Examination
		P11, 12, 13, 14	P6, 7, 8, 9, 10, 13, 14, 15, 16	P6, 7, 8, 9, 10, 13, 14, 15, 16	P6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
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 developments in biology • cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	40		10	10	20
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 	30	15		10	5
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30	5	5	10	10
Marks	100	20	15	30	35

BUSINESS STUDIES

Component	Weight	Task 1	Task 2	Task 3
		Term 4 Week 9	Term 1 Week 6	Term 1 Week 8-9
		Media File and Report	Business Plan	End of Course Examination
		P2, P7, P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, P10
Knowledge and understanding of course content	40	5	15	20
Stimulus-based skills	20		5	15
I Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	10	5
Marks	100	20	40	40

CHEMISTRY

COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1, Week 4	Term 1, Week 6	Term 1 Week 8-9
		Research Assignment	Mid Course Exam	First Hand Investigation	End of Course Examination
		P6, 7, 8, 9, 10, 13, 14, 15, 16	P6, 7, 8, 9, 10, 13, 14, 15, 16	P11, 12, 13, 14	P6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Knowledge and understanding of: <ul style="list-style-type: none"> • 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, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 	40	10	10		20
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 	30			25	5
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30	10	5	5	10
MARKS	100	20	15	30	35

COMMUNITY AND FAMILY STUDIES

COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 5
		Term 4, Week 10	Term 1, Week 3	Term 1, Week 6	Term 1, Week 8-9
		Resource Management Video Report and Analysis	Individual and Groups Leadership Research Task	Families and Communities Power point	End of Course Examination
Knowledge and understanding of how the following impact on wellbeing: • resource management • positive relationships • range of societal factors • nature of groups, families and communities	40	15	10	10	5
Skills in: • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing	25		10		15
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35		5	15	15
Marks	100	15	25	25	35

DRAMA

OUTCOMES	SYLLABUS TOPICS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			Term 4, Week 11	Term 1 Week 4	Term 1 Week 8-9
			Playbuilding	Research Essay	Individual project
P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8	Making	40		30	
P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	Performing	30	30		
P.3.1, P3.2, P3.3, P3.4	Critically Studying	30			40
Marks		100	30	30	40

EARTH AND ENVIRONMENTAL SCIENCE

COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1, Week 3	Term 1, Week 6	Term 1 Week 8-9
		Research and Data Analysis	Mid-Course Examination	First-Hand Investigation and report	End of Course Examination
		P6, 7, 8, 9, 10, 13, 14, 15, 16	P6, 7, 8, 9, 10, 13, 14, 15, 16	P11, 12, 13, 14	P6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Knowledge and understanding of: <ul style="list-style-type: none"> • the history, nature, and practice of Earth and Environmental Science, applications and uses of Earth and Environmental Science and their implications for society and the environment, and current issues, research and developments in Earth and Environmental Science • the resources of the Earth, the abiotic features of the environment, models to explain structures and processes of change, Australian resources and biotic impacts on the environment 	40	10	10		20
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 	30	10		15	5
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30	10	5	5	10
Marks	100	20	15	30	35

ENGLISH ADVANCED

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Area of Study: Belonging Analysis, Creative Writing, Essay	Module B Analytical Study of Text: Literature from Australia and other cultures Speaking Task	Module A Comparative Study of Texts Essay under exam conditions
		Term 4, Week 11	Term 1, Week 4	Term 1, Week 8 and 9 Exam Period
		P1, P2, P3, P5, P6, P10, P11, P12, P13	P1, P2, P5, P6, P9,P12	P1, P2, P3, P6, P10
Listening	15	10	5	
Speaking	15		15	
Reading	30	10	5	15
Writing	25	10	5	10
Viewing and Representing	15	10		5
Marks	100%	40	30	30

ENGLISH STANDARD

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Area of Study: Belonging Analysis, Creative Writing, Essay	Module B Close Study of Text Speaking Task	Module A Voices from Home Essay under exam conditions
		Term 4, Week 11	Term 1, Week 4	Term 1, Week 8 and 9
		P1, P2, P3, P5, P6, P10, P11, P12, P13	P1, P2, P3, P6, P10	P1, P2, P5, P6, P9,P12
Listening	15	5	5	5
Speaking	15			15
Reading	30	10	5	
Writing	25	10	10	
Viewing and Representing	15	5		
Marks	100%	40	30	30

E

ENGLISH – EXTENSION 1 (Total 50 Marks) Please note: This course will NOT run on the compacted model. The Preliminary course will run from week 6 Term 4 until week 10 Term 3.

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Module A Essay	Module B Portfolio – creative response	Module C Independent Research Task Presentation
		Term 1, Week 5	Term 2, Week 5	Term 3, Week 8
		P1, P2, P3, P4	P1, P2, P3, P4	P1,P2,P3,P4
Knowledge and understanding of complex texts and of how and why they are valued	25	10	10	5
Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	25	5	5	15
Marks	50	15	15	20

ENGLISH STUDIES

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Mandatory Module: Achieving through English	Module B: In the Marketplace	Module C: Landscapes of the Mind
		Application and Resume	Portfolio of Mixed Media	Review
		Term 4, Week 11	Term 1, Week 4	Term 1, Week 8 and 9 (Exam Weeks)
		P1, P2, P3	P1,P2,P3,P4	P1,P3
Knowledge and understanding of various forms of texts	30	10	10	10
Skills in reading, listening, viewing, writing, speaking and representing.	30	10	10	10
Knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25	10	5	10
Skills in planning and working individually and collaboratively	15		5	10
Marks	100%	30	30	40

FRENCH BEGINNERS

Component	Weight	Task 1	Task 2	Task 3	Task 4
		Speaking	Reading and Writing	Reading and Writing	End of Course Examination incorporating Listening
		Term 1 Week 3	Term 1 Week 4	Term 1 Week 7	Term 1 Week 8-9
Speaking Outcomes : 1.1, 1.2, 1.3,1.4	15	15			
Listening Outcomes : 2.1,2.2,2.3,2.4	35				35
Reading Outcomes : 2.1,2.2,2.3,2.4,2.5,2.6	35		15	8	12
Writing Outcomes: 3.1,3.2,3.3,3.4	15		5	4	6
Marks	100	15	20	12	53

HOSPITALITY – FOOD & BEVERAGE 2 UNIT VOCATIONAL EDUCATION AND TRAINING (VET) COURSE

OUTCOMES	SYLLABUS TOPICS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			Term 1 Week 2 or 3	Course duration - Ongoing	Term 1, Week 8-9
			Workplacement 35 Mandatory Hours	Validated Assessment Tasks	End of Course Examination
Competency Based Course. Assessment is based on the competencies achieved for each module of work.	Use hygienic practices for food safety Participate in safe work practices Prepare and serve espresso coffee Prepare sandwiches Prepare and serve non-alcoholic beverages	Not Applicable in VET Course. Marks are for reporting purposes.	Interact with customers Use hospitality skills effectively	CLUSTER A Use hygienic practices for food safety Participate in safe work practices CLUSTER B Prepare and serve espresso coffee Prepare sandwiches Prepare and serve non-alcoholic beverages	Core Units Food and Beverage Elective Units

INDUSTRIAL TECHNOLOGY – TIMBER AND FURNITURE TECHNOLOGIES

SYLLABUS TOPICS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
		End of Week 2, Term 1	End of Week 4, Term 1	Start of Week 10, Term 1	Week 8-9, Term 1
		Practical Project #1	Industry Study	Practical Project #2	End of Course Examination
Industry Study	15		10		5
Design	10	5		5	
Management and Communication	20	10		10	
Production	40	20		20	
Industry Related Manufacturing	15				15
Marks	100	35	10	35	20

INFORMATION PROCESSES AND TECHNOLOGY

OUTCOMES	SYLLABUS COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			Term 4, Week 10	Term 1, Week 7	Term 1, Week 8-9
			Task 1 “My IPT”	Task 3 “Entrepreneur!”	End of Course Examination
P1.1, P1.2, P2.1, P2.2 P3.1, P4.1	C1: Introduction to Information Skills and Systems	20	5	5	10
P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1 P6.2, P7.1, P7.2	C2: Tools for Information Systems	50	5	20	25
P1.1 P1.2P2.1P2.2 P3.1 P4.1P5.1P6.1 P6.2P7.1P7.2	C3: Developing Information Systems	30	10	10	10
	MARKS	100	20	35	45

LEGAL STUDIES

Component	Weight	Task 1	Task 2	Task 3	Task 4
		In class task – Legal System	Research task – Legal System	Research task – Media file	End of Course Examination
		Term 4 Week 9	Term 1 Week 2	Term 1 Week 7	Term 1 Week 8-9
		P1, P2, P9	P4, P5, P6, P10	P1, P2, P3, P4, P5, P6, P8	P1, P2, P3, P4, P5, P7, P9
Knowledge and understanding	60	15	10	10	25
Research	20		10	10	
Communication	20	5		5	10
Marks	100	20	20	25	35

MATHEMATICS – GENERAL

Component	Task1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 10	Term 1, Week 4	Term 1, Week 7	Term 1, Week 8/9	
	In Class Test	Mid Course Exam	Assessment Task	End of Course Exams	
	P2, P3, P5, P11	P1- P3, P6 – P8, P11	P1- P3, P5 – P8, P11	P2, P6, P7	
Concepts, skills and techniques	5	15	10	20	50
Reasoning and communication	10	15	5	20	50
Marks	15	30	15	40	100

MATHEMATICS

Component	Task1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 10	Term 1, Week 4	Term 1, Week 7	Term 1, Week8/9	
	In Class Test	Mid Course Exam	Assessment Task	End of Course Exams	
	P1, P2, P3, P5	P1 – P5	P1, P2, P3, P5	P3, P4	
Concepts, skills and techniques	5	15	10	20	50
Reasoning and communication	10	15	5	20	50
Marks	15	30	15	40	100

MATHEMATICS – EXTENSION 1

Component	Task1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 11	Term 1, Week 3	Term 1, Week 6	Term 1, Week 8/9	
	In Class Test	Mid Course Exam	Assessment Task	End of Course Exams	
	PE2, PE3, PE6	P2 –P8, PE2, PE3, PE6	PE4, PE5	P2 –P8, PE2 – PE6	
Concepts, skills and techniques	10	15	20	5	50
Reasoning and communication	5	15	20	10	50
Marks	15	30	15	40	100

MATHEMATICS – EXTENSION 2 (SY2 students only-solely HSC course, NO prelim components)

Component	Task1	Task 2	Task 3	Task 4	Weightings
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 4 - 5	
	In Class Exam	Mid Course Exam	In Class Exam	Trial HSC	
	E1, E2, E3	HE1 - HE7 E1, E2, E3, E4, E6	HE1– HE7	HE1 - HE7 E1 – E9	
Concepts, skills and techniques	10	15	5	20	50
Reasoning and communication	5	15	10	20	50
Marks	15	30	15	40	100

MODERN HISTORY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 Week10	Term 1 Week 3	Term 1 Week 5 :	Term 1 Week8- 9
		World at the beginning of the twentieth century : Oral task	Historical investigation	Case Study	End of course examination
		P1.1, P2.1, P3.2, P3.3, P3.4, P3.5	P1.2, P3.1, P3.2, P3.5, P4.2	P1.1, P2.1, P3.2, P3.5, P4.2	P1.1, P1.2, P2.1, P3.3, P3.4, P4.1, P4.2
Knowledge and understanding of content	40	10		10	20
Source based skills	20	5		10	5
Historical inquiry and research	20		20		
Communication of historical understanding in appropriate forms	20	5	10		5
Marks	100	20	30	20	30

MUSIC 1

OUTCOMES	SYLLABUS TOPICS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Term 4, Week 9	Term 1 Week 4	Term 1, Week 8 - 9	Term 1 Week 8 - 9
			Musicology Viva Voce	Composition Submission	End of Course Performance Task	End of Course Aural Skills Exam
P2 P6 P8	Musicology	25	25			
P4, P6	Aural Skills	25			25	
P3, P5, P7	Composition	25		25		
P1, P5, P7, P9	Performance	25				25
Marks		100	25	25	25	25

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COMPONENT	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
		Term 4, Week 10	Term 1, Week 3	Term1, Week 8-9
		Assessment Task	Written Task	End of Course Examination
		P1, P2, P3 P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P6, P12, P15, P16
Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40	10	10	20
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	30	10	10	10
Skills in critical thinking, research and analysis	30		15	15
Marks	100	30	30	40

PHOTOGRAPHY AND DIGITAL MEDIA

OUTCOMES	SYLLABUS TOPICS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			Term 4, Week 11	Term 1, Week 7	Term 1, Week 8-9
			Practical (3 Black and White Prints) Modules WP1 & V1	Practical (2 Digital Prints or 1 Film & PPD) Module WP4	End of Course Examination Module WP4
M2, M3, M4, M5, M6, CH3, CH4	Making – Wet Photography	30	30		
M2, M3, M6, CH1, CH2, CH3, CH4, CH5	Written Responses – Historical and Critical	30			30
M1, M2, M3, M4, M5, M6	Making – Digital Photography	70		40	
Marks		100	30	40	30

SOCIETY AND CULTURE

Component	Weight	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 3	Term 3 Week 5	Term 3 Week 8-9
		Social and Cultural World	Personal and social identity	Intercultural communication	End of Course Examination
		P1, P3, P5, P6, P7, P10	P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P3, P5, P6, P6, P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P10
Knowledge and understanding of course content	50	10	10	10	20
Application and evaluation of social and cultural research methodologies	30	5	10	10	5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	20	25	25	30

SPORT, LIFESTYLE AND RECREATION

OUTCOMES	SYLLABUS TOPICS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			Term 4, Week 11	Term 1, Week 7	Term 1, Week 8-9
			Written Task	Practical assessment	End of Course Examination
P1.3, 2.5, 3.6, 4.2, 4.4, 4.5	Module 1	15	15		
P1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Module 2	15			15
P1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Practical	70		70	
Marks		100	15	70	15

STUDIES OF RELIGION II

Component	Weight	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 2	Term 1 Week 5	Term 1, Week 7	Term 1 Week 8-9
		Research	In class task	Research	End of Course Examination
		P1, P2, P6, P8	P1, P2, P5, P6, P8, P9	P3, P4, P5, P6, P8, P9	P2, P3, P5, P6, P7, P8, P9
Knowledge and understanding of course content	40	5	5	10	20
Source based skills	20		10		10
Investigation and research	20	10		10	
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	20	20	25	35

VISUAL ARTS

OUTCOMES	SYLLABUS TOPICS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			Term 1, Week 3	Term 1, Weeks 4	Term 1, Week 7	Term 1, Week 8-9
			Artwork and VAPD submission	In class theory essay	Resolved Collection of Works and VAPD submission	End of Course Examination
P1, P2, P3, P4	Art Making	25	20			
P7, P8, P9, P10	Art History and Art Criticism	20		20		
P1, P2, P4, P5, P6	Art Making	25			30	
P7, P8, P9	Art History and Art Criticism	30				30
Marks		100%	20	20	30	30



SPRINGWOOD HIGH SCHOOL

ILLNESS, ACCIDENT, EXCEPTIONAL CIRCUMSTANCE or MISADVENTURE APPEAL FORM

To be used by students, who because of **illness, accident, exceptional circumstance** or **misadventure** immediately prior to, or during, the course of an Assessment:

- 1) Fail to complete an Assessment
- 2) Fail to attend an Assessment
- 3) Feel they have been unable to do justice to themselves in the Assessment.

GENERAL INSTRUCTIONS TO STUDENTS

A. When to appeal

- 1) If illness, accident or misadventure prevents your attendance at an Assessment, the **Deputy Principal** for your year must be informed immediately.
- 2) If illness, accident or misadventure, which might adversely affect your performance in the Assessment occurs before the Assessment, you should advise the Deputy Principal before you enter the **Assessment Room**.
- 3) If illness occurs during the course of the Assessment the candidate must immediately notify the teacher.

B. How to appeal

Submit full details of the Appeal Form on the next page, supported by Medical and/or other appropriate evidence to the Deputy Principal.

C. Please Note

A student, **absent** from Assessment or **late** with an Assessment, may receive a Zero Mark unless he/she has complied with these rules.



SPRINGWOOD HIGH SCHOOL

Preliminary HSC Course

ILLNESS, ACCIDENT, EXCEPTIONAL CIRCUMSTANCE or MISADVENTURE APPEAL

Student's Name:Year:
(First Names) (Surname)

I hereby request a review of my performance for the recent assessment task for:

SUBJECT	COURSE	ASSESSMENT	DATE OF ASSESSMENT

Reason(s) for appeal:

I have attached medical certificates from:

Dr. _____

I have attached statements from:

The Deputy Principal was notified of the Illness/Misadventure on:

_____/_____/_____ at _____ am/pm

Signature: _____

Candidate/Parent/Guardian

Students must hand the completed form together with certificates and/or statements to the Deputy Principal.

COMMENT BY DEPUTY PRINCIPAL:

Non-Completion of a Preliminary Course

Dear [Parent/Guardian]

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

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

(course)

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

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

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ (non-completion of course) determination. An ‘N’ determination will mean that the course will not be listed on the student’s Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as he/she has not satisfactorily completed the Preliminary Course.

To date, _____ has not satisfactorily met _____ of the
(student name) (indicate a), b) or c)
Course Completion Criteria *.

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

<i>Task Name/Course Requirement/Course Outcome</i>	<i>Date Task Initially Due (if applicable)</i>	<i>Action Required by Student</i>	<i>Date to be Completed by (if applicable)</i>

*Course Completion Criteria

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

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

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

Yours sincerely,

Class Teacher/Head Teacher

Principal



Please detach this section and return it to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A PRELIMINARY COURSE

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

Parent/Carer's Signature: _____ Date: _____

Student's Signature: _____ Date: _____



SPRINGWOOD HIGH SCHOOL

Preliminary HSC Course

Request for Extension

Student's Name:Year:
(First Names) (Surname)

I hereby request an extension of time to complete the following assessment task(s):

SUBJECT	COURSE	ASSESSMENT	DATE OF ASSESSMENT

Reason(s) for request for an extension:

I have attached medical certificates from:

Dr. _____

I have attached statements from:

Signature: _____

Candidate/Parent/Guardian

Students must hand the completed form together with certificates and/or statements to the Deputy Principal.

COMMENT BY DEPUTY PRINCIPAL:

Signed: _____

Date: _____