



**MARIAN CATHOLIC COLLEGE | KENTHURST**

**STREET:** 28 Annangrove Rd, Kenthurst, NSW 2156

**PHONE:** 9654 6700

**WEBSITE:** [www.mariancollege.nsw.edu.au](http://www.mariancollege.nsw.edu.au)

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## The Higher School Certificate

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

- Satisfactorily complete all courses, including the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- Sit for and make a serious attempt at the Higher School Certificate examinations.

### Pattern of Study

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 2 units or 1 unit. Each unit involves class time of approximately 60 hours per year. In the HSC each unit has a value of 50 marks. A 2-unit course has a value of 100 marks.

Students must have:

- Studied a minimum of 12 units in the Preliminary HSC;
- Studied a minimum of 10 units in the HSC.

Both the Preliminary HSC and the HSC must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

As a member of a Catholic learning community, you are required to study either a course of **Studies of Religion** or **Catholic Studies**.

### Types of Courses

**Board Developed Courses** are developed by the NSW Education Standards Authority (NESA). These courses are examined externally at the end of the HSC Course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). Board Developed Courses can be classified as Category A and Category B. Category B courses include VET - Entertainment, Business Services, Hospitality and Construction.

**Board Endorsed Courses** have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. There is no examination for Board Endorsed Courses but they do count towards the Higher School Certificate and appear on the Record of Achievement. **Results in Board Endorsed Courses are not eligible for inclusion in the calculation of the ATAR.**

**VET** (Vocational Education and Training) **Curriculum Frameworks** can be studied as a Preliminary and/or HSC Course. Some, such as Business Services and Hospitality Operations, have an optional written examination for the HSC, which must be attempted if a student wishes the VET course to contribute to their ATAR score for university entrance. Only one (1) VET course can contribute to the ATAR.

**Extension courses** require students to work beyond the standard of the 2 Unit course. They are designed to challenge students who display excellence in the subject area and who wish to develop this in the HSC. Some of the extension courses are completely separate courses from the 2 unit courses in the same subject eg. English. They have their own course requirements, outcomes and content material. Only students who are excelling in the 2 unit courses should consider choosing an extension course. Extension courses are 1 unit courses. It is inadvisable to select an extension course for the purpose of making up units for the HSC.



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## External Providers

External Providers include outside agencies and organisations such as another non-government school, the Open High School, Distance Education Centres, OTEN, Saturday School of Languages and TAFE. In all cases, the providers used by Marian Catholic College are qualified and registered with NESAs to teach the courses they advertise.

If students choose to study a course that is delivered by an External Provider, the College will ensure that the provider supports the Diocesan position on Building Child Safe Communities in their employment of teachers and attests that they will deliver the course in accordance with NESAs Syllabus and assessment requirements. This process ensures that the course studied externally can be credentialed on the Record of School Achievement (RoSA) or Higher School Certificate. The process also maintains our commitment to ensuring the best level of protection for the children and young people in our care.

## Australian Tertiary Admissions Rank

Australian Tertiary Admission Rank (ATAR) is a numerical measure of the student's overall achievement in the HSC in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by universities, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university.

To be eligible for an ATAR, a student must satisfactorily complete 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater four subjects
- No more than 2 units from Category B courses.

For more information refer to: <http://www.uac.edu.au/atar/eligibility.shtml>

## Commencement of Assessment - Year 12 HSC Year

Major assessment tasks will commence at the beginning of the HSC Course (generally Term 4 in Year 11) and continue until the completion of the Trial HSC in Year 12.

## Attendance

Whilst NESAs does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. The Principal will give students early warning of the consequences of such absences.

## Assessment Programme

Schools are required by NESAs to provide an assessment of each student's performance in both the HSC and Preliminary courses. Teachers develop assessment programmes comprising between 3 and 4 tasks for each course. The College assessment programme is published at the beginning of the academic year with the following details:

- The syllabus outcomes being assessed;
- The type of task relevant to the component being assessed;
- The weighting of each task;
- The timeframe for each task.

## Notification of Assessment

Students are given written notification of both the task and the criteria on which they are being assessed at the beginning of a unit of work.

Students will be informed about:

- What is being assessed;
- How this is being assessed;
- When it will be assessed;



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- The relative value of the task.

At the conclusion of the task teachers record results (marks) and students are given appropriate and meaningful feedback on their performance.

### Scheduling and Submission of Assessment Tasks

Concentration of assessments (formal examination periods excepted) will generally be avoided. There is an assessment-free week prior to formal exams.

Students will be given a minimum of two weeks written notice for the exact date of an assessment task.

In-class tasks and examinations will be due in the timetabled session published. All other hand-in tasks must be submitted to the relevant teachers as outlined on the Assessment Notification. Failure to comply with this deadline will be deemed a late submission and a mark of zero (0) will be awarded.

### Managing Assessment

On the College website there is the Year 12 Assessment calendar which contains the details on the specific assessment tasks for the HSC year. It is very important to manage assessment carefully. There are a few key points to keep in mind:

- Classwork and homework activities build the skills and knowledge that you need to do assessment tasks. Doing your best in these areas will make your assessment results stronger.
- Make sure you understand the requirements of the task.
- Consistency is the key to success in assessment.
- You need to start assessment tasks as soon as you receive them. This means that you have time to discuss any questions you might have with your teachers and this will make your assessment results better.
- You need to act upon the feedback you receive for tasks in order to improve your knowledge, skills and understandings.

### Invalid Tasks

A task will be declared invalid if it fails to discriminate or does not allow all students an equal opportunity to perform at their best. The College retains the right to re-administer that task in another form.

When a task is declared invalid:

- A new task will be set;
- A new date will be determined with reference to the school calendar;
- A new notification of the task will be distributed to students a minimum of two weeks before the due date;
- Parents will be notified of the situation and the new arrangements under which the task will be completed. The notification will be distributed by both email and hardcopy.

### Assessment Tasks (Absence) – The day BEFORE or the Morning Of the due date of the Task

If a student is absent, or partially absent from school on the day prior, or on the morning of a scheduled assessment task, they must provide a Doctor's Certificate (use the Marian Medical Certificate) upon their return to school or they will receive a zero grade for the task.

### Illness/Misadventure Procedures

The Illness and Misadventures procedures have been designed to assist students who consider their ability to complete the task or examination has been adversely affected.

Definitions:

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg. influenza, an asthma attack, a cut hand).
- **Misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg. death of a friend or family member, involvement in a traffic accident, hospitalisation).



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### Students affected by illness or other circumstances

Students should **not** complete Assessment Tasks if they are affected by illness or other circumstances at the time of taking the task. Assessment Tasks are designed to assess the student's actual performance, not potential performance. Therefore, assessment marks must not be modified to take into account the possible effects of illness or domestic situations and there is no special consideration in this instance.

Students must complete an Illness /Misadventure form if they miss an assessment task for what they consider to be a valid reason. Schools are instructed not to make allowances for a student's poor performance due to illness or misadventure. Students should **not** attempt an examination or test-style assessment when they are affected by illness or other circumstances (ACE8072). If a student makes the decision to sit for assessment when unwell or goes against a doctor's recommendation, marks will not be adjusted.

Students who do not complete a task on the set date, will be given an **alternate task**. This alternate task will be awarded a mark of zero unless the reason for missing the original task is deemed to be valid by the Reviewing panel.

### Medical Certification

Medical certification must be explicit as to why the student has missed the assessment. It is not acceptable to provide medical certification stating "unfit for duties" as the reason for missing an assessment task. Students must use the College's Medical Certificate proforma. A copy of the proforma can be found on Marian Connect or with the following link:

<http://iimage.com.au/mariancollege.nsw.edu.au/images/Certificate.pdf>

Pharmacy certificates are not deemed acceptable evidence at Marian Catholic College.

### Absence from/Non Completion of an Assessment Task

Absence from an assessment task on a specific date will mean a student shall receive "zero" for that task. Such a result will only be reviewed in the light of an illness/misadventure claim. Where a student fails to submit or submits late a hand-in task without a valid reason, a mark of zero will be awarded. Each task must be completed for the student to demonstrate they have met the outcomes of the syllabus.

NESA requires that all assessment tasks completed during an HSC course are conducted under similar conditions to the HSC examinations. As such, the conditions for leave should also be similar. Candidates, who miss an assessment in an HSC year, are required to provide similar documentation as demanded of candidates who seek leave for an HSC examination.

No student will be permitted to complete an in-class assessment task before the scheduled date and time.

If students will be absent for an HSC assessment task or examination while taking leave, they **must apply for leave in advance and provide the requisite documentation**. Any absences for in-class assessment tasks or examinations that take place during unapproved leave will be given a zero. If the task is a hand-in task, it must be submitted before the student takes leave.

**Students and parents should not assume that leave will automatically be granted. The final decision on all applications will be made by the Principal.**

### Application for an Extension for an Assessment Task

Extensions for assessment tasks will only be granted under exceptional circumstances. Students who applying for an extension of time should be able to show the KLA Leader of Learning the progress they have made up until the application is made. Students who cannot show considerable work in progress should not expect to receive an extension of time. Documentation must be provided to support any application.



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## Procedures for Illness/Misadventure and Extensions

Students will submit their Illness/Misadventure (Assessment Consideration) forms online. The form with the documentation attached must be submitted within 24 hours of the task due date and the original documentation must be sighted by the Curriculum Assistant on the first day the student returns to school. This can be accessed on Marina Connect or with the following link:

<https://docs.google.com/forms/>

Students who have an illness/misadventure on the day that a hand-in task is due, they need to email it to the KLA Leader of Learning by **9am**.

The following **Non-Submission of Assessment Task Flow Chart** has been developed to support students with the procedures of Illness/Misadventure.

<b>Situation</b>	Student knows that they will be absent before the task is due	Student is absent on the day of the task due to unexpected illness	Student is absent on the day of the task due to misadventure.	Students applying for an extension of time.
	↓	↓	↓	↓
<b>Definition</b>	The student knows in advance that they will not be able to sit the task and/or submit the task.	The student is sick on the day the task is scheduled or is unable to submit the task due to illness.	The student experiences an unexpected or devastating event other than illness	The student is sick or experiences a misadventure prior to the submission of a hand-in task
<b>What to do</b>	Apply for leave as per Attendance policy (if over 5 days).	Notify the College, leaving a message for the KLA Leader of Learning.	Notify the College, leaving a message for the KLA Leader of Learning.	Notify the College. Contact KLA Leader of Learning showing the progress that has been made.
<b>Next</b>	Obtain appropriate evidence to support application for leave. This should include a copy of Part B of their Application of Extended Leave.	Obtain appropriate evidence to support application for illness:	Obtain appropriate evidence to support application for misadventure:	Obtain appropriate evidence to support application for extension.
<b>Next</b>	Complete the online Planned Absence Form and attach evidence as appropriate.	Complete the online Illness/Misadventure Form and attach evidence as appropriate.	Complete the online Illness/Misadventure Form and attach evidence as appropriate within 24 hours of the due date of the assessment task.	Complete the online Illness/Misadventure Form and attach evidence as appropriate prior to the submission of the task.
<b>Finally</b>	Students should check their email to confirm receipt of their application and await notification of the outcome of the appeal.			

### Absence in Trial Examination

In the case of the Trial examination, times will be set aside for students to complete examinations that they have missed. Parents will be emailed notifying them of the new arrangement. If the student is unable to complete the task during the alternate time, similar documentation must be provided to explain their inability to sit the task in the time allocated.

### Reporting Estimates for Missed Assessments

In rare situations, it is necessary to provide a student with an estimate for a missed assessment. In this matter, each case will be assessed individually and the student will be advised in writing if an estimate will be generated in lieu of an assessment



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mark. An estimate is enacted in this situation when assessment cannot be replicated, or significant time has passed since the original assessment was issued due to sustained and serious illness/misadventure or re-issuing the assessment may affect other students or affects the integrity of the task. Estimates are calculated at the end of the course assessment program.

### Student Review and Appeals

#### Procedure:

- Any review or appeal on marks or grades must be addressed immediately at the time of the task being returned.
- In the first instance, the student should speak directly to their teacher at the time that the assessment is returned. That is, an appeal cannot take place if the task has left the room.
- If the appeal is a simple addition error, then this may be addressed immediately by the teacher and the mark changed.
- However, if the appeal is based on any other reason then, the following procedures must be enacted:

#### Procedure for Review and Appeal

- The student must read the Assessment Handbook carefully and ensure that they have grounds to appeal.
- The teacher will make a copy of the task for the purpose of appeal.
- If the teacher did not mark the response or the section of the paper in question, the teacher that marked the paper will be asked to review the response.
- If the situation cannot be resolved, the student should complete the Assessment Review Appeal Request form (located on Marian Connect <http://iimage.com.au/mariancollege.nsw.edu.au> under Curriculum - Years 11 & 12) and submit it to the Leader of Learning (Curriculum) to initiate the investigation.
- The Leader of Learning (Curriculum) will notify the KLA Leader of Learning, student and parent/caregiver that the appeal is taking place.
- The Assessment Review Panel will deliberate on the appeal.
- The student, parent and KLA Leader of Learning will be notified in writing by the Leader of Learning (Curriculum) of the outcome of the appeal.

### Issues of Technology

Failure of equipment (eg. computers, printers) etc., will not be accepted as a reason for not submitting a task. It is the responsibility of a student to make drafts and copies of all work throughout the process. Students must also retain a final copy for their own records.

Assessment Tasks must be submitted as a hard copy/printout unless deemed otherwise as a subject specific requirement. This will be indicated on the Assessment Task Notification.

### For Major Works/ Projects/ Logbooks or on-going Projects

Subjects such as Visual Arts, Design and Technology and Drama, have on-going assessments that require logbooks or satisfactory progress on a body of work over an extended period of time.

Failure to provide evidence of on-going work on projects or Major Works or logbooks may be deemed to have unsatisfactorily met the learning outcomes and may result in the non-satisfactory completion of the work or N-Determination. The College will advise the student in writing that they are not providing evidence of adequate progress and are in danger of an N-Determination (Non Completion of course).

### Students on Work Placement

Assessment tasks must take priority over work placement and students must hand in assessments by the due date whether on work placement or not. Work-placement will not be accepted for non-submission of an assessment task.

Students should check the assessment schedule and inform the relevant KLA Leader of Learning if they will miss any in-class assessment tasks and establish when and how an alternate but equivalent task can be arranged.

### Satisfactory Completion of a Course

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



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- Followed the course developed or endorsed by NESA; and
- Applied themselves with diligence and sustained effort to the set tasks; and
- Participated in experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

### **‘N’ (Non-Award) Determination**

If at any time it appears that a student is at risk of being given an ‘N’ (Non-Award) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the ‘N’ determination.

### **Illness and Misadventure in HSC External Examinations**

Students who believe that circumstances beyond their control have diminished their HSC examination performance can lodge an illness/misadventure appeal with the NESA Presiding Officer before the end of the HSC Examination period.

If the appeal is upheld, the student will be awarded predicted marks based on moderated assessments in the courses involved.

The illness/misadventure appeal provisions are open only to those students who have had an assessment mark submitted for the course in question.

The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

### **Assessment Ranking Appeals**

Extract from NSW Education Standards Authority/Appeals:

<https://ace.nesa.nsw.edu.au/ace-11013>

<https://ace.nesa.nsw.edu.au/ace-11012>

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks.

NESA will consider only whether:

- 1) the school review process was adequate for determining whether:
  - a) The weightings specified by the school in its assessment program conform to NESA requirements as detailed in the syllabus packages.
  - b) The procedures used by the school for determining the final assessment mark conform to its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
  - c) There are no computational or other clerical errors in the determination of the assessment mark.
- 2) The conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

If the appeal is upheld, NESA will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

### **Submission to NESA**

Appeals to NESA should be submitted by the date shown in the Higher School Certificate Events Timetable. These appeals should be submitted through the school on the appropriate form with their review return.

Appeals submitted after the release of results will not be considered by NESA unless there are exceptional circumstances.



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## Disability Examination Provisions

Disability examination provisions are granted to address the effects of an additional need on test performance. Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, separate supervision, permission to take medication, or others judged necessary.

The school coordinates and makes the application for disability provisions to NESAs on behalf of the student and their parents. It is submitted on line with reference to the accompanying information guide. Applications will be acknowledged and principals, parents, students (via the principal) and presiding officers will be advised of the decision. Applications must be submitted with evidence indicating the precise nature of the additional need and the consequent effect on examination performance. Please see Learning Support for further information regarding disability provisions.

## Malpractice

Students submit their assessment tasks using a cover page that acknowledges the following:

***This is all my own work. I have not plagiarised the work of others.***

If a student is found cheating, or assists another student to cheat, the student will receive zero for that assessment task. This includes:

- The sharing of work, where one student substantially uses the work of the other student. It is considered to be malpractice if a student shares their work (in either hard or soft copy) with another student. This will result in a mark of zero for both students.
- A student using the work of an author or other person and claiming it as their own. Pieces of work which are copied or downloaded, substantially unchanged or unacknowledged, from encyclopedias and the Internet, fall into this category. If in doubt, consult your teacher. Always cite your sources and include a bibliography.

<http://www.mariancollege.nsw.edu.au/images/media/Referencing%20.pdf>

## What Constitutes Malpractice

Extract from NESAs Rules and Procedures Guide.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Behaving dishonestly to gain unfair advantage in assessments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable, and we treat these allegations very seriously. Detected malpractice will limit your marks and jeopardise your HSC. **Students who engage in malpractice in school-based assessment tasks will be recorded on the NESAs malpractice register.**

Malpractice includes:

- Copying part or all of someone else's work and presenting it as your own
- Using material directly from books, journals, CDs or the internet without giving its source
- Building on someone else's ideas without giving their source
- Buying, stealing or borrowing someone else's work and presenting it as your own
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed to
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- Paying someone to write or prepare material
- Breaching school exam rules
- Cheating in an HSC exam
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by the due date
- **Helping another student to engage in malpractice.**

## Rules and Procedures

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 NESAs subject-specific documentation. Use or inclusion of material from other sources such as books,



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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. NESAs 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 NESAs will report matters to the Independent Commission against Corruption. The school is required to register any acts of malpractice with NESAs.

### Examination Procedures

- Attend school on the day of an examination.
- Be ready half an hour prior to the scheduled start.
- Brings pens, pencils, geometry sets, calculator in a clear plastic bag. Nothing else is allowed in the examination room.
- No electronic devices including watches, phones etc.
- Follow all directions from the supervisors.
- Do not to leave the examination room early.

### Misconduct in Class-based Assessment Tests and Formal Examinations

The following applies to class-based assessment tests and formal examinations. In the latter case, students will be given a detailed outline of the examination rules and procedures prior to the examination period. This information is also available in the Student Diary.

Students who breach any of the rules outlined below may incur a penalty, including a loss of marks, in relation to the examination paper / assessment task in question.

- Students who arrive late to an examination will not be given extra time unless extenuating circumstances apply.
- Mobile phones or any other electronic communication devices are not permitted in the examination room. (NESAs regulation).
- Students may not speak during the task or examination and must not distract other students in the examination room.
- Students must not leave their seats but must raise their hand and wait until the supervisor speaks to them.
- Students must not bring study notes or aids in any form into the examination room with the exception of NESAs approved aids as specified on the front of the examination paper. This includes: study notes; content written on one's body; or information contained on electronic devices.
- Students must provide their own equipment. There is to be no borrowing or lending in the examination room.

### Record of School Achievement (RoSA)

The RoSA will be issued to any student who leaves school before they are eligible for the award of an HSC.

The RoSA will:

- Be a record of the full range of student achievements right up to the day they do their HSC or leave school.
- Provide an electronic record of achievements that students can use at any time.
- Use assessment by teachers in schools, moderated by the NESAs to ensure reliability and fairness of grades.
- Provide the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards.
- Offer on-line literacy and numeracy tests, with particular emphasis on work readiness that students will be able to undertake twice a year from next year.

The ROSAs will be available electronically and as a verifiable hard copy on demand with the most up-to date information on a student's achievements, across all subjects and a range of extra-curricular activities.



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## Rights and Responsibilities of Senior Students

### You have the following rights to:

- Be informed of the assessment policies of your school and NESA;
- Receive clear guidelines relating to the requirements of each assessment task;
- Be told in advance of the due date for each assessment task;
- Receive feedback that assists you to review your work;
- Query the mark for an individual task at the time it is returned to you;
- Request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect;
- Receive assessment tasks according to the disability provisions (eg. special provisions).

### You have the following responsibilities to:

- Become familiar with, and follow, the assessment requirements set by your school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet;
- Complete all set tasks on time, or talk to your teacher about what is required, if you can't meet a deadline;
- Not engage in behaviour which could be considered cheating or malpractice, including plagiarism;
- Ensure that all assessment work is your own or acknowledge the contribution of others;
- Ensure you retain a signed copy of your NESA Confirmation of Entry and that if any changes are required in relation to personal details or subject changes that you sign a new Confirmation of Entry and retain a copy thereof;
- Maintain a balance between time and effort devoted to formal assessment tasks (whose marks are used to determine the final assessment mark) and informal assessment tasks;
- Keep your parents/caregivers informed about progress and problems;
- Seek help/advice from teaching staff at times of difficulty;
- Keep a file of marked assessment tasks and results;
- Provide written evidence of reasons for absence, eg. illness requires a doctor's certificate;
- Show a satisfactory pattern of attendance;
- Keep drafts, records, notes and evidence of process work as well as completed tasks;
- Ask for a review of a mark immediately on return of an assessment task if the need arises;
- Contact the school on the morning of the task if you will miss an assessment task because of illness;
- Apply in advance (to the Principal) for leave or special consideration;
- Read the NESA publication provided on HSC Assessment and Submitted Works Advice to Students.

## Important Points to Remember

Students should note that:

- Where parts of some tasks or projects are carried out beyond the classroom, the school must be able to verify that it is the student's own work.
- Assessment tasks will be carried out from the beginning of HSC courses.
- The College reserves the right to alter any of the subject assessment schedules (Internal Assessment Outlines). If such alterations become necessary, the students will be informed in writing.
- In circumstances where an assessment task needs to be re-scheduled, the Leader of Learning (Curriculum) will be consulted regarding the appropriate timing.
- Marian Catholic College retreats will be declared a non-assessment period.
- The ten school days before the HSC Trial Examinations will be declared a non-assessment period.

Please refer to the [Assessment Calendars](#) for the due dates for various tasks. The Semester 1 calendar can be accessed via the College website under the "Curriculum" tab. The Semester 2 calendar can be accessed in the same way towards the end of Term 2.



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**ASSESSMENT SCHEDULE FOR HSC COURSES****Agriculture**

Type of Course: Board Determined (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 6 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Weeks 3-5 2020
Knowledge and understanding of: <ul style="list-style-type: none"> <li>The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems.</li> <li>The impact of innovation, ethics and current issues on Australian agricultural systems.</li> </ul>	40		10	20	10
<ul style="list-style-type: none"> <li>Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner</li> <li>Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing</li> </ul>	40	5	10	15	10
Skills in effective research, experimentation and communication	20	10	5	5	
<b>Total</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>40</b>	<b>20</b>
<b>Outcomes Assessed</b>		H2.1, H4.1	H3.4, H.4.1, H5.1	H3.1, H3.2, H3.3, H3.4, H4.1	All Outcomes may be assessed
<b>Type of Task</b>		Field Trial Investigation	Farming for the 21 <sup>st</sup> Century	Product Study Report	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

[http://image.com.au/mariancollege.nsw.edu.au/curriculum.Year\\_12](http://image.com.au/mariancollege.nsw.edu.au/curriculum.Year_12)
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**Ancient History**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 3 Dec 2019	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 3-5 2020
Knowledge and understanding of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretation	20	10		5	5
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		AH12-2, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	AH12-2, AH12-3, AH12-4, AH12-5, AH12-8, AH12-9	AH12-1, AH12-4, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9 AH12-10
<b>Type of Task</b>		Historical Analysis Research Short Answer / Extended Response  Core: Cities of Vesuvius	Research/Essay  Historical Period: New Kingdom Egypt to the death of Thutmose IV	Historical Analysis / Extended Responses Hatshepsut	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Biology**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 28 Nov 2019	Term 1 2020	Term 2 2020	Term 3, Weeks 3-5 2020
Working Scientifically Skills	60	15	20	15	10
Knowledge and Understanding	40	10	5	5	20
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
<b>Type of Task</b>		Model build: Cellular processes	Depth study investigation: Future of Biotechnology	Practical examination: Water/food sampling	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Business Studies**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 29 Nov 2019	Term 1 2020	Term 2 2020	Term 3 Week 3/4 2020
Knowledge and understanding of course content	40		15	5	20
Stimulus-based skills	20			15	5
Inquiry and research	20	15	5		
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1, H4, H6, H7, H8, H9	H2, H3, H5, H6, H8, H9	H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10
<b>Type of Task</b>		Research Report  Operations	Topic Test  Marketing	Stimulus Material Short Answer Responses  Finance	Trial Examination  Operations Marketing Finance Human Resources

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

[http://image.com.au/mariancollege.nsw.edu.au/curriculum.Year\\_12](http://image.com.au/mariancollege.nsw.edu.au/curriculum.Year_12)

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**Chemistry**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 13 Dec 2019	Term 1, 2020	Term 2, 2020	Term 3, 2020
Working Scientifically Skills	60	10	20	20	10
Knowledge and Understanding	40	10	5	5	20
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-13	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14, CH12-15	CH12- 1 to CH12-15
<b>Type of Task</b>		Depth study	Practical task	Research/ Practical	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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## Community and Family Studies

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 12 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• Resource management</li> <li>• Positive relationships</li> <li>• Range of societal factors</li> <li>• Nature of groups, families and communities</li> </ul>	40		5	25	10
Skills in: <ul style="list-style-type: none"> <li>• Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>• Planning to take responsible action to promote wellbeing</li> </ul>	25		10		15
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35	30		5	
<b>Total</b>	<b>100</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>25</b>
<b>Outcomes Assessed</b>		H4.1, H4.2	H2.1, H2.2, H3.2, H5.2	H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.2, H5.1, H6.2	H1.1 to H6.2
<b>Type of Task</b>		Independent Research Project	Topic Test	Research Task	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Dance**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 29 Nov 2019	Term 1 2020	Term 2 2020	Term 3 2020
Core Appreciation	20				20
Core Performance	20	20			
Major Study	40			30	10
Core Composition	20		20		
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		Performance H1.1, H1.2, H1.3 H2.1, H2.2, H2.3, H4.2, H4.5	Composition H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H3.4, H4.5	Performance H1.1, H1.2, H1.3, H2.1, H2.2, H3.3, H3.4, H4.5	Appreciation H1.1, H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5
<b>Type of Task</b>		Core Performance: Interview, dance, process diary	Core Composition: Rationale, process diary, dance and interview	Major Study: Process diary, dance and interview (MSP), Process diary, dance, interview and rationale	Major Study Appreciation

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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## Design and Technology

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 4	Task 5
		Term 4, Week 6 21 Nov 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Innovation and emerging technologies: Case study of an innovation	20	20			
Knowledge and understanding of course content	20		10		10
Designing and producing	60		15	35	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>20</b>
<b>Outcomes Assessed</b>		H1.2, H2.1, H2.2, H3.1, H6.1, H6.2	H1.1, H1.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2	H3.2, H4.1, H4.2, H4.3, H5.1, H5.2	All Outcomes May Be Assessed
<b>Type of Task</b>		Case Study Notes In-Class Essay	Project Proposal Presentation with supporting evidence	Project Development	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Drama**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Component	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 1 2020	Term 2 2020	Term 3 2020	Term 3 2020
Making	40		20		20
Performing	30		10		20
Critically Studying	30	10		20	
<b>Total</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>40</b>
<b>Outcomes Assessed</b>		H3 (1, 2, 3)	H1 (1, 2, 3, 5) H2 (1, 2, 3)	H3 (1, 2, 3)	H1 (1, 2, 3, 5, 9) H2 (1, 2, 3)
<b>Type of Task</b>		Class Essay on Australian Text	Project/ Performance Progress Mark	Trial HSC – Written Examination on Topic 1 and 2	Project/ Performance Progress Mark

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**English (Advanced)**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 10 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of course content	50	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-6, EA12-8, EA12-7	EA12-1, EA12-2, EA12-4, EA12-5, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8
<b>Task Type</b>		Critical response with related material Texts and Human Experiences	Critical response Textual Conversations	Imaginative text with multimodal presentation Craft of Writing Critical Study of Literature	Trial Examination Common Module Module A Module B Module C

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**English Extension 1**

Type of Course: Board Developed (ATAR)

Unit Value: 1

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Term 1 2020	Term 2 2020	Term 3 2020
Knowledge and Understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
<b>Task Type</b>		Imaginative response and reflection	Critical response with related text	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**English (Standard)**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 10 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of course content	50	10	10	15	15
Knowledge and understanding of course content	50	10	10	15	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7
<b>Task Type</b>		Critical response with related material Texts and Human Experiences	Critical response Close Study of Literature	Imaginative text with multimodal presentation Language, Identity and Culture Craft of Writing	

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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## English Studies

Type of Course: Content Endorsed Course (non-ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 10 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of course content	50	15	10	15	10
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	50	10	15	15	10
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>
<b>Outcomes Assessed</b>		ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-8	ES12-3, ES12-5, ES12-6, ES12-7, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-6
<b>Task Type</b>		Interview script (including related material) Mandatory module: Texts and Human Experiences	Visual representation and spoken annotations Elective Module K: The Big Screen	Collection of classwork Elective Module E: Playing the Game	Trial HSC Examination Mandatory module and Elective B: Telling Us All About It

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Extension Science**

Type of Course: Board Developed (ATAR)

Unit Value: 1

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Term 1, Week 2	Term 2, Week 4	Term 3, Week 5
Communicating scientifically	30	15	5	10
Gathering, recording, analysing and evaluating data	30	5	15	10
Application of scientific research skills	40	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Accessed</b>		SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7
<b>Type of task</b>		Poster and Oral Presentation of Research Proposal	Statistical Case Study	Scientific Research Report

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Food Technology**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 4 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Weeks 3/4 2020
Knowledge and understanding of food technology	20	5	5	5	5
Skills in researching, analysing and communicating food issues	30	20			10
Skills in experimenting with and preparing food by applying theoretical concepts	30		15	15	
Skills in designing, implementing and evaluating solutions to food situations	20				20
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>20</b>	<b>35</b>
<b>Outcomes Assessed</b>		H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1	H 3.2, H 2.1, H 5.1 plus all other outcomes may be assessed
<b>Type of Task</b>		AFI Research & In Class Essay	Food Manufacture Report	Food Product Development Task	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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## Geography

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 11 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of course content	40	5	10	15	10
Geographical tools and skills	20	5	5		10
Geographical inquiry and research, including fieldwork	20	10		10	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>
<b>Outcomes Assessed</b>		H1, H5, H8, H10, H12	H1, H2, H6, H7, H11	H4, H9, H12, H13	H1, H2, H3, H4, H5, H6, H11, H12, H13
<b>Type of Task</b>		Research Report / Skills  Urban Places	Topic Test Eco Systems at Risk	Research Essay  Economic Activity	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**History Extension**

Type of Course: Board Developed (ATAR)

Unit Value: 1

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2
		Term 4, Week 9 12 Dec 2019 Term 2, Week 10	Term 3, Week 3/4 2020
Knowledge and understanding of significant historiographical ideas and processes	40	10	30
Skills in designing, undertaking and communicating historical inquiry	60	60	
<b>Total</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Outcomes Assessed</b>		HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4,
<b>Type of Task</b>		History Project Proposal Term 4 2018 Essay, Synopsis, Log, Bibliography Term 3 2019	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Industrial Technology**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 1 2020	Term 2 2020	Term 2 2020	Term 3, Weeks 3/4 2020
Knowledge and understanding of course content	40	0	15	0	25
Knowledge and skills in the design, management, communication and production of a major project	60	20	0	35	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>
<b>Outcomes Assessed</b>		H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H1.3, H7.1, H7.2	H2.1, H4.1, H4.2, H4.3, H6.1, H6.2	All Outcomes may be assessed
<b>Type of Task</b>		Class Presentation	Industry Study analysis (Hand in task)	Major Project teacher observations, and report (Hand in task)	Trial Examination

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## Investigating Science

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 25 Nov 2019	Term 1, Week 8 2020	Term 2, Week 8 2020	Term 3, Weeks 3-5 2020
Working Scientifically Skills	60	20	20	10	10
Knowledge and Understanding	40	5	5	10	20
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS12-7, INS12-12	INS12-1, INS12-2, INS12-3, INS 12-4, INS 12—5, INS12-13	INS12-5, INS12-6, INS12-7, INS12-15	INS12-1 to INS 12-15
<b>Type of Task</b>		Depth Study Module 5	Practical Task Module 6	Research Task Module 8	Trial Examination Modules 5-8

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## Italian Beginners

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9, 12 Dec 2019	Term 1	Term 2	Term 3 Week 3/4 2020
Speaking Objectives 1 and 3	20	10		10	
Listening Objectives 1 and 2	30		20		10
Reading Objectives 1 and 2	30		20		10
Writing in [Language] Objectives 1 and 3	20			10	10
<b>Total</b>	<b>100</b>	<b>10</b>	<b>40</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Type of Task</b>		Speaking Task	Listening and Reading Comprehension Task	Speaking and Writing Task	Trial Examination

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## Legal Studies

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 29 Nov 2019	Term 1 2020	Term 2 2020	Term 3 Week 3/4 2020
Knowledge and understanding of course content	60	15	10	15	20
Inquiry and research	20	5	5	10	
Communication of Legal Studies information, issues and ideas in appropriate forms	20		5	5	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1, H2, H3, H5, H8	H1, H4, H6, H7, H8, H9, H10	H1, H4, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10
<b>Type of Task</b>		ICT Multimedia Presentation  Human Rights	Extended Response  Crime	Research Task  Family	Trial Examination

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**Mathematics Advanced**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 6 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Concepts, Skills and Techniques	50	10	15	10	15
Reasoning and Communications	50	10	15	10	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
<b>Type of Task</b>		Investigation	Class Test	Assignment/ Class Test	Trial Examination

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**Mathematics Standard 1**

Type of Course: Board Developed (Non-ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 6 Dec 2019	Term 1 2020	Term 2 2020	Term 3 2020
Concepts, Skills and Techniques	50	15	5	15	15
Reasoning and Communication	50	10	15	10	15
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		MS11-3 MS11-4 MS11-9 MS11-10 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10
<b>Type of Task</b>		Class Test	Investigation / Class Test	Assignment / Class Test	Trial Examination

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**Mathematics Standard 2**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 6 Dec 2019	Term 1 Week 9 24 Mar 2020	Term 2 Week 8 16 June 2020	Term 3 Week 3/4 2019
Understanding Fluency and Communication	50	15	5	15	15
Problem Solving, Reasoning and Justification	50	10	15	10	15
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		MS11-3 MS11-4 MS11-9 MS11-10 MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10 ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7
<b>Type of Task</b>		Class Test	Investigation / Class Test	Assignment / Class Test	Trial Examination

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**Mathematics Extension 1**

Type of Course: Board Developed (ATAR)

Unit Value: 1 (2 – Ext 2 students)

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 16 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Concepts, Skills and Techniques	50	10	10	15	15
Reasoning and Communication	50	10	10	15	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		MA12-1, MA12-5, MA12-8, MA12-9, MA12-10, ME12-1, ME12-3, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10, ME12-1, ME12-4, ME12-6, ME12-7	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7
<b>Type of Task</b>		Class Test	Investigation	Class Test	Trial Examination

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**Mathematics Extension 2**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 16 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Concepts, Skills and Techniques	50	10	10	15	15
Reasoning and Communication	50	10	15	10	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
<b>Type of Task</b>		Assignment/ Investigation	Class Test	Class Test	Trial Examination

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## Modern History

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 28 Nov 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of course content	40	10	10	10	10
Historical skills in the analysis and evaluation of sources and interpretation	20		10		10
Historical inquiry and research	20	10		10	
Communication of historical understanding in appropriate forms	20	5		5	10
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-8, MH12-9	MH12-3, MH12-4, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9
<b>Type of Task</b>		Research Essay  Russia and the Soviet Union (1917-1941)	Historical Analysis  Core: Power and Authority	Research Essay  Conflict in Indochina	Trial Examination

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**Music 1**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 1 2020	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Performance (Core)	10	10			
Composition (Core)	10			10	
Musicology (Core)	10	10			
Aural (Core)	25			10	15
Electives 1	15				
2	15		15	15	15
3	15				
<b>Total</b>	<b>100</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>
<b>Outcomes Assessed</b>		H5, H7, H8	H1 – H8*	H1 – H8*	H1 – H8*
<b>Type of Task</b>		Musicology VIVA VOCE	Elective 1 (Performance or Composition or Musicology)	Composition Portfolio  Aural Analysis  Elective 2	Trial Examination: Elective 3 (Performance or *Composition or Musicology) + Aural

*\*Teachers will select appropriate outcomes based on elective options selected by each student*

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**Personal Development, Health and Physical Education (PDHPE)**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 11 Dec 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of: <ul style="list-style-type: none"> <li>Factors that affect health;</li> <li>The way the body moves.</li> </ul>	40	10	10	10	10
Skills in: <ul style="list-style-type: none"> <li>Influencing personal and community health;</li> <li>Taking action to improve participation and performance in physical activity.</li> </ul>	30	10	5	5	10
Skills in critical thinking, research and analysis	30	5	5	10	10
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		H2, H3, H5, H15, H16	H8, H13, H16, H17	H7, H8, H10, H11, H16, H17	H1-H17
<b>Type of Task</b>		Health Research Task	Topic Test	Factors Affecting Performance Research Task	Trial Examination

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## Physics

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 5 Dec 2019	Term 1 2020	Term 2 2020	Term 3 2020
Skills in Working Scientifically	60	10	15	25	10
Knowledge and Understanding	40	5	10	5	20
<b>Total</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		PH12-1 PH12-5 PH12-12	PH12-6 PH12-7 PH12-15	PH12-9 PH12-11 PH12-13	PH12-12 PH12-13 PH12-14 PH12-15
<b>Type of task</b>		Secondary Sources Investigation	Planning and Performing a Practical Task	Performing and Reporting a First Hand Investigation (DEPTH STUDY)	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

[http://image.com.au/mariancollege.nsw.edu.au/curriculum.Year\\_12](http://image.com.au/mariancollege.nsw.edu.au/curriculum.Year_12)



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**Religion, Catholic Studies**

Type of Course: Board Endorsed (Parramatta Diocesan Course) Non-ATAR

Unit Value: 1

**HSC Internal Assessment Outline:**

Course components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 26 Nov 2019	Term 1 2020	Term 2 2020	Term 3 2020
Core 3 Living Text	30	30			
Core 6 Spiritual Pathways	20		20		
Core 4 A Christian Vocation	30			30	
Core 7 Religion in Australia	20				20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>
<b>Outcomes Assessed</b>		C6.3, C6.9, C6.10, C6.11, C6.12,	C6.4, C6.7, C6.10, C6.11, C6.12,	C6.4, C6.7, C6.10, C6.11, C6.12,	C6.8, C6.9, C6.10, C6.11, C6.12,
<b>Type of task</b>		In class Response 'Beatitudes'	Research report	In class Presentation Response	Response to Media stimulus

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

[http://iimage.com.au/mariancollege.nsw.edu.au/curriculum.Year\\_12](http://iimage.com.au/mariancollege.nsw.edu.au/curriculum.Year_12)**MARIAN CATHOLIC COLLEGE | KENTHURST**

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## Studies of Religion I

Type of Course: Board Developed (ATAR)

Unit Value: 1

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Term 4, Week 7 26 Nov 2019	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of course content	40	10	20	10
Source-based skills	20	10		10
Investigation and research skills	20	10	10	
Communication of information, ideas and issues in appropriate forms	20		10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1, H2, H3, H6, H7, H8, H9	H2, H3, H4, H5, H7, H9	H1, H2, H3, H4, H5, H8, H9
<b>Type of Task</b>		Research and related in-class task  Religion and Belief Systems in Australia Post 1945	Research and related in-class task  Depth Studies Christianity	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Studies of Religion II**

Type of Course: Board Developed (ATAR)

Unit Value: 2

**HSC Internal Assessment Outline:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 6 18 Nov 2019	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Knowledge and understanding of course content	40	10	5	10	15
Source-based skills	20		10		10
Investigation and research skills	20	10		10	
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H8, H9	H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9
<b>Type of task</b>		Research and related in class response  Depth Study Buddhism	Depth Study Research Christianity  In class Response	Research and Response  Religion and Peace	Trial Examination  Whole Course

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

[http://iimage.com.au/mariancollege.nsw.edu.au/curriculum.Year\\_12](http://iimage.com.au/mariancollege.nsw.edu.au/curriculum.Year_12)**MARIAN CATHOLIC COLLEGE | KENTHURST**

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## Textiles and Design

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 29 Nov 2019	Term 1 2020	Term 2 2020	Term 3 2020
Knowledge and understanding of course content	50		5	15	30
Skills and knowledge in the design, manufacture and management of a major textiles project	50	20	30		
<b>Total</b>	<b>100</b>	<b>20</b>	<b>35</b>	<b>15</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1.1, H1.2, H1.3, H2.1, H6.1	H1.1, H2.1, H2.2, H2.3, H3.1, H4.1, H4.2	H3.2, H5.1, H5.2, H6.1	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1
<b>Type of Task</b>		Designing and Planning Presentation	Project Development and Management Report	Research Report	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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## Visual Arts

Type of Course: Board Developed (ATAR)

Unit Value: 2

### HSC Internal Assessment Outline:

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Term 1 2020	Term 1 2020	Term 2 2020	Term 3, Week 3/4 2020
Artmaking	50	15		35	
Art criticism and art history	50		20		30
<b>Total</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1, H2, H3, H4, H5	H7, H8, H9, H10	H2, H3, H5, H6	H7, H8, H9, H10
<b>Type of Task</b>		Body of Work progress, VAPD lead up work, Panel Interview	In Class Essay	Body of work, progress and VAPD	Trial Examination

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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**Work Studies**

Type of Course: Content Endorsed Course (non-ATAR)

Unit Value: 2

**HSC Assessment Grid:**

Course Components	Syllabus Weightings %	Task 1	Task 2	Task 3
		Term 1, Week 5	Term 2, Week 3	Term 3, Week 6
Knowledge and Understanding	30	10		20
Skills	70	30	40	
<b>Total</b>	<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>
<b>Outcomes Assessed</b>		1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9
<b>Type of Task</b>		Portfolio	Research Task	Team Enterprise Project

For Assessment dates please refer to Assessment Calendar on the College website or with the following link:

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## Assessment in Vet Courses

The Vocational Education and Training (VET) courses provide students with dual qualifications. VET framework courses such as Construction, Hospitality, Business Services, and Entertainment will contribute 2 units x 2 years towards the Higher School Certificate (HSC). These courses are ATAR courses providing the students sit the optional HSC exam. VET course also provides students with an Australian Qualifications Framework (AQF) qualification. The HSC examination is standards-referenced assessment and the AQF qualification is competency-based assessment.

### Standards Referenced Assessment (HSC Examination)

Students studying a VET framework course can choose to sit the HSC Examination and may have one VET course mark counted towards their ATAR. The external HSC exam for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR must sit the HSC examination.

The marking of the HSC Examination is standards referenced as is the marking of the practice HSC Trial Examination in Term 3. This internal exam provides students with an opportunity to practice their examination technique in the lead up to the HSC exam. The Trial Examination mark is used to determine the 'HSC Estimate Mark' submitted to NESA. This mark will only be used by NESA if a student makes an Illness or Misadventure Appeal to NESA for the HSC Examination.

All VET students will be required to complete the Trial Examination for the VET course they are studying at school.

First place in course is based on performance in the Trial Examination and overall competency achievement and application.

The HSC Examination is optional, however students must complete the HSC Examination Withdrawal Form and give it to their teacher. Only one VET Framework course can contribute to the calculation of the ATAR.

### Competency-Based Assessment

VET courses are **competency-based assessment** meaning the student is either *competent* or *not yet competent*. A student's **performance** is **judged against a prescribed standard** contained in each unit of competency, not against the performance of other students. This judgment is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: simulated work environments, portfolios of evidence, observation, questioning and practical tasks. **Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts on a continuous basis.** Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that a number of elements of competency or even several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. Any student that is **deemed not yet competent** in a task needs to undertake an **additional form of assessment** to demonstrate competence, otherwise they will not complete all the qualifications for their competency task. Students are given additional opportunities to demonstrate competence.

### Work Placement

Work placement is **mandatory** and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.

- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years; otherwise they will not receive their HSC.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements



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to ensure their assessment tasks for other classes are submitted on the due date. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.

- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the Leader of Learning VET **and** to the school. In the case of illness, a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their completed **Work Placement Journal** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy**, as it is proof as to how many hours were completed.

## Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

- 1) Speak to the teacher who assessed your work.
- 2) If you are not satisfied with your discussion with the teacher, then make an appointment to speak to the Leader of Learning VET (LOLVET) and bring your task with you.
- 3) The LOLVET will discuss your concerns with you.
- 4) A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
- 5) The result of this meeting may be:
- 6) A revised assessment by the teacher;
  - a) A new assessment task for **part** of the disputed task; or
  - b) A **full** assessment task to be completed in place of the disputed task.
  - c) If you are still dissatisfied, you will need to speak to the Head of Curriculum.

A form for VET Assessment Appeal Submission is provided on the next page.



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**Catholic Education Diocese of Parramatta**  
**VET Assessment Appeal Submission**



Name: \_\_\_\_\_

Course: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

Assessor's Name: \_\_\_\_\_

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Outcome of Appeal:**

\_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(to be filled in with the class assessment record)*

**Office Use Only:**

Date Received: \_\_\_\_\_ Received by: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_ Decision: *(circle)*      UPHELD      REJECTED

**VET Business Services**

Type of Course: Board Developed (ATAR – Category B)

Unit Value: 2

Qualification: BSB20115 Certificate II in Business

**HSC Assessment Grid**

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Task	Task 3	Task 4	Task 5	Trial Examination
<b>Unit of Competency</b>	Term 4, Week 4 2019	Term 2, Week 5 29 May 2020	Term 3, Week 7 4 Sept 2020	Term 3, Weeks 3/4 2020
<b>BSBINM201</b> Process and maintain workplace information	√			Students will be sitting an examination, but it will not be assessing competency achievement
<b>BSBWOR202</b> Organise and complete daily work activities	√			
<b>BSBCUS201</b> Deliver a service to customers	√			
<b>BSBIND201</b> Work effectively in a business environment	√			
<b>TLIP2029A</b> Prepare and process financial documents		√		
<b>BSBITU202</b> Create and use spreadsheets		√		
<b>BSBINM202</b> Handle mail		√		
<b>BSBWOR204</b> Use business technology			√	
<b>BSBINN201</b> Contribute to workplace innovation			√	
<b>BSBSUS201</b> Participate in environmentally sustainable work practices			√	
<b>Task</b>	Portfolio Practical Questioning	Portfolio Practical Questioning	Portfolio Practical Questioning	Trial Examination

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**VET Construction****Type of Course:** Board Developed (ATAR – Category B)**Unit Value:** 2**Qualification:** CPC20211 Certificate II in Construction Pathways**HSC Assessment Grid**

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Unit of Competency	Task 3	Task 4	Task 5	Trial Examination
	Term 1, Week 4 2020	Term 2, Week 6 2020	Term 3, Week 7 4 Sept 2020	Term 3, Weeks 3/4 2020
<b>CPCCCM2001A</b> Read and interpret plans and specifications	√			Students will be sitting an examination, but it will not be assessing competency achievement
<b>CPCCM1012A</b> Work effectively and sustainably in the Construction industry	√			
<b>CPCCCO2013A</b> Carry out concreting to simple forms		√		
<b>CPCCCM2006B</b> Apply basic levelling procedures		√		
<b>CPCCBL2001A</b> Handle and prepare bricklaying and blocklaying materials		√		
<b>CPCCBL2002A</b> Use bricklaying and blocklaying tools and equipment		√		
<b>CPCCCM2005B</b> Use construction tools and equipment			√	
<b>CPCCCM1013A</b> Plan and organise work			√	
<b>CPCCCM2004A</b> Handle construction materials			√	
<b>Task Type</b>	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	

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**VET Entertainment**

Type of Course: Board Developed (ATAR - Category B)

Unit Value: 2

Qualification: SOA towards CUA30415 Certificate III in Live Production and Services

**HSC Assessment Grid**

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

	<b>Task 1</b>	<b>Task 2</b>	<b>Trial Examination</b>
<b>Unit of Competency</b>	Term 2, Week 5 27 May 2020	Term 3, Week 6 2020	Term 3, Weeks 3/4 2020
<b>CUAWHS302</b> Apply work health and safety practices	√		Students will be sitting an examination, but it will not be assessing competency achievement
<b>CUASOU301</b> Undertake live audio operations	√		
<b>CUAIND301</b> Work effectively in the creative arts industry		√	
<b>SITXCCS303</b> Provide service to customers		√	
<b>CUALGT301</b> Operate basic lighting		√	
<b>CUALGT304</b> Install and operate follow spots		√	
<b>Task Type</b>	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Examination

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**VET Hospitality****Type of Course:** Board Developed (ATAR – Category B)**Unit Value:** 2**Qualification:** SIT20316 - Certificate II in Hospitality**HSC Assessment Grid:**

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Unit of Competency	Task 3	Task 4	Trial Examination
	Term 2, Week 8 19 June 2020	Term 3, Week 7 4 Sept 2020	Term 3, Weeks 3 & 4 2020
<b>SITHFAB004</b> Prepare and serve non-alcoholic beverages	√		Students will be sitting an examination, but it will not be assessing competency achievement
<b>SITHFAB005</b> Prepare and serve espresso coffee	√		
<b>SITHFAB007</b> Serve food and beverage	√		
<b>BSBWOR203</b> Work effectively with others	√		
<b>SITXCCS003</b> Interact with customers	√		
<b>SITHIND003</b> Use hospitality skills effectively	√		
<b>SITHIND002</b> Source and use information on the hospitality industry		√	
<b>SITXCOM002</b> Show social and cultural sensitivity		√	
<b>Task Type</b>	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	

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## TVET Courses

Students attending a TVET at TAFE and other private college must understand that they are studying in an Adult Learning Environment, and as such must accept responsibility for their own learning. TVET teachers will not chase students for work that is due or offer repeat opportunities for competency based assessment if the student is absent from class (please see attendance statement below).

### Competency Based Assessment

TVET Courses are assessed against competency standards. Competency-based assessment requires student to be either competent or not yet competent. A student's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other students. This judgment is made on the basis of a range of evidence, which may be in a variety of forms. **Students in TVET courses must assume that they are being constantly assessed in both formal and informal contexts. TVET courses are assessed on a continuous basis.** Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

### Standards Referenced Assessment (HSC Examination)

Students studying a VET framework course can choose to sit the HSC Examination and may have **one** VET course mark counted towards their ATAR. The external HSC exam for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR **must** sit the HSC examination. Not all TVET courses contribute towards an ATAR.

### Attendance

Students attending TVET Courses are informed that TAFE and private colleges has a strict attendance policy. As students usually complete a number of hours of the course on one afternoon, failure to attend two lessons is regarded by TAFE and private colleges as a serious level of absenteeism and as such will receive an "at risk notification". If absenteeism continues students will be placing their Preliminary or HSC in jeopardy, as they will have failed to meet NESA requirements. Please note that if a student fails their TVET course they would still maintain credit towards the HSC as long as they meet the NESA requirements.

If a student misses a TAFE and private college's class for any reason, including a school related excursion or activity, it is the student's responsibility to contact the VET Leader of Learning to request a fax explaining their absences be sent to the TAFE or private college concerned.

If a student needs to leave a TVET course early, then they must obtain written permission from their parent/caregiver and then contact the VET Leader of Learning and request that a Fax explaining why they need to leave early be sent to the TAFE or private college concerned. If this procedure is not followed, then the student will not be allowed to leave class early.

### Work placement

VET framework courses delivered at TAFE or a private college will have a mandatory work placement component. Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years; otherwise they will not receive their HSC.



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