



**ST MARY'S**  
**CATHOLIC COLLEGE**  
**GATESHEAD**

# **St Mary's Catholic College**

## **Gateshead**

**Year 12**  
**2020 - 2021**

# **Assessment Handbook**



30 October 2020

Dear Senior Students



The completion of assessment tasks is integral to senior studies and has a vital role to play in promoting your growth as a learner and as a person.

Assessment tasks challenge you to demonstrate what you know and can do, and they provide a wonderful opportunity to develop human traits such as persistence, perseverance and self-discipline, which are so important in your development as a wholesome human being.

How successful you are in completing assessments depends on your preparedness to engage fully in the process. This involves following simple, but important, sequential steps. These are:

**1. Accept the challenge of each task.**

See it as a growth promoting opportunity. Believe in your capacity to do well. ***Self-efficacy is a significant factor contributing to growth and achievement in learning.*** If you fervently desire to do well, you will expend the effort required to be successful and you will be successful.

**2. Clarify the nature of each task.**

This demands that you ask questions of your teacher and peers in order to fully comprehend and deepen your understanding of the nature of the questions/tasks. Ask questions when you don't understand because ***questions open the doorway to learning.***

**3. Develop a step by step action plan**

This demands that you clearly set out the tasks to be completed and assign it to a realistic timeline. Complete each step in accordance with the timeline and success criteria.

**4. Commit to improvement**

You do this best by embracing and learning from the ***feedback*** given when the marking of the task has been completed. ***Learning from feedback is critically important to your future success in learning.***

I wish you every success in your studies.

Kind regards

A handwritten signature in black ink that reads 'L. M. Keating'.

Larry Keating  
Principal

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## 1. INTRODUCTION

Assessment is a complex and important matter. In a school which strives for excellence for all students, it is essential that procedures and rules relating to assessment and awards are clearly stated and accessible to everyone.

This document is intended for the guidance of students, staff and parents. It attempts to make clear the **separate responsibilities of the school and the student** around assessment. These responsibilities should be studied carefully and understood because of the significant implications they have for each student's course results.

In Stage 6 students undertake regular and rigorous assessment as a mandatory requirement to qualify for both the Record of School Achievement (RoSA) and the award of the Higher School Certificate (HSC).

Students are encouraged to converse with their course teachers or Leader of Learning at any time about curriculum or assessment matters. The list below provides the names of the Leader of Learning responsible for the various subjects.

Principal	Mr L Keating
Assistant Principal Learning and Teaching	Mrs C O'Gorman
Assistant Principal Wellbeing	Mr B Frize
Administration	Miss C Bush (2020) Mr A Burke (2021)
Ministry	Mrs D Addicoat
Creative Arts/Languages	Mr S Walter
English	Mrs T Carpenter
HSIE	Ms N Convery
Mathematics	Mrs K Baguley
PDHPE	Mr S Burns
Religion	Mrs E Quinlan
Science	Mrs M Wright
TAS	Mr S Asimus
VET	Ms P Finlay
Learning Support	Mr T O'Neill
Learning Technology	Mr S Abell

## 2. ASSESSMENT

### 2.1 Rationale

Assessment is “the process of identifying, gathering and interpreting information about students’ learning.” The central purpose of assessment is to provide information on student achievement and progress, to measure the outcomes of learning at particular key stages and to set the direction for ongoing teaching and learning. Assessment can be **formal, informal, formative or summative**.

**Formal Assessment** – Evaluating student performance through a structured assessment.

**Formative Assessment** – Evaluating student learning to provide feedback to students and devise/change teaching and learning programs.

**Informal Assessment** – Evaluating student performance through techniques such as observation and anecdotal records.

**Summative Assessment** – Evaluating student achievement of learning goals at a point in time. (*Australian Professional Standards for Teachers*)

Catholic schools endeavour to “nurture the whole person towards achieving full potential” within the context of a caring community and are committed to the pursuit of excellence in all fields of school education in accordance with each student’s gifts and capabilities”.  
(Diocesan Vision Statement)

Hence assessment processes and practices in Catholic schools should:

- Emphasise student achievement and improvement
- Encourage students to strive for excellence
- Support the school’s pastoral care policy by developing all students according to their diverse needs
- Set the direction for ongoing teaching and learning

### 2.2 Pattern of Study

Stage 6 courses have their content divided into two parts – the Preliminary Course and the HSC Course. Preliminary Courses at St Mary’s Catholic College are conducted from the beginning of Year 11 until the end of Term 3 in Year 11. HSC Courses will commence at the outset of Term 4 and will continue through until the end of Term 3 in Year 12. Both Preliminary and HSC Courses have a **continuous** assessment program, using a range of tasks. NESA requires that before students can progress to a HSC course, they must satisfactorily complete the requirements of the relevant Preliminary Course.

## **Preliminary Courses**

**Students studying for the Preliminary HSC must satisfactorily complete courses totalling at least 12 Units.**

Throughout Year 11 the school conducts an assessment program in each course. Guidelines issued by NESA govern how each course needs to be assessed and Leaders of Learning use these guidelines to design assessment schedules. The indicative time for a course is again directly related to that course's objectives and outcomes and is provided in the Preliminary Course Handbook. Students undertaking 1 Unit courses of study must complete 60 indicative hours in the Preliminary Year and 60 indicative hours in the HSC Year. Students undertaking 2 Unit courses of study must complete 120 indicative hours in the Preliminary Year and 120 indicative hours in the HSC Year. The purpose of the assessment program is to enable the school to determine at what level each student has satisfactorily achieved the outcomes of the Preliminary Course. This determination, and the actual RoSA Grade achieved, is reported to NESA, and is recorded on the RoSA credential.

## **Higher School Certificate courses**

**Students studying for the HSC must satisfactorily complete courses totalling at least 10 Units.**

Over the four terms of Year 12 the school conducts an assessment program in each course. Guidelines issued by NESA govern how each course needs to be assessed and Leaders of Learning use these guidelines to design assessment schedules. The indicative time for a course is again directly related to that course's objectives and outcomes and is provided in the HSC Course Handbook. NESA requires that the school report a mark for each student in each course which they are presenting for the HSC. The purpose of the assessment program is to determine this mark through the administration of a variety of assessment tasks.

In addition to the above, a student studying for the HSC must:

- Make a genuine effort to complete course requirements;
- Make a genuine attempt at assessment tasks, in courses where internal assessment marks are submitted, which contribute **in excess of** 50% of the available marks;
- Make, in competency-based courses, a genuine attempt to complete the course;
- In subjects that have a requisite examination, sit for and make a genuine attempt at the examination.

For NESA Developed Courses, the marks which are submitted to NESA are moderated by them, based on the examination results achieved by the school's candidates in each course. The moderated assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each NESA Developed Course. Should the student suffer some misadventure at the time of the HSC examination, the moderated assessment mark can become the basis upon which NESA provides a HSC result. Thus, in every assessment task in Year 12, students are working directly towards their HSC result.

Following the HSC, students will receive a result notice informing them of their:

- Examination mark
- Moderated assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Achievement Band ranging from 6 to 1, where 6 is the highest band and 1 represents a HSC mark less than 50 and is regarded as unsatisfactory. (Extension courses are reported over four bands, E4-E1)
- 1 Unit courses are marked out of 50, with less than 25 considered unsatisfactory



## 2.3 Purpose of Assessment

Assessment is the process of gathering information and making judgements about student achievement. It provides an indication of a student's achievement in a wider range of syllabus objectives than can be measured by formal examination alone. Assessments allow due weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in an external examination alone. Therefore, assessment covers both examination and non-examination objectives.

A student's achievement is measured against specified standards of performance. It is intended to provide an indication of a student's attainment based on:

- measurements obtained throughout the course rather than a single examination;
- assessment of the student's knowledge of the course and skills outcomes, including those which require a specific setting e.g. fieldwork, practical skills, research, oral skills;
- multiple measures to increase the accuracy of the final assessment of the student's achievement.

More specifically, school assessment is intended to:

- evaluate the extent to which students have met the stated outcomes of the course;
- provide information to rank student's achievement for the purpose of the HSC;
- provide a basis of reporting to parents /carers;
- provide students with honest and reliable information about their strengths and weaknesses and so provide students with direction for future learning;
- affirm students and provide encouragement and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency;
- provide information that will help students plan educational and vocational choices.

## 2.4 Assessment in a Standards Referenced Framework

Quality assessment tasks in a standard referenced context involve tasks:

- designed to focus on specific syllabus outcomes;
- clearly reflecting the outcomes being assessed;
- where students know the assessment criteria before undertaking the task;
- where students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- which include marking schemes that are linked to standards. These marking schemes use the language of syllabus outcomes and performance bands;
- where students obtain **meaningful feedback** about what they are able to do and how to improve performance; and
- where the level of achievement determines ranking.

NESA publishes strict guidelines relating to assessment schedules, including the number of tasks to be undertaken. St Mary's Catholic College requires Leaders of Learning to keep the number of formal assessment tasks to a minimum so that they do not interfere with the normal processes of teaching and learning more than is necessary.

## 2.5 Satisfactory Completion of a Course

NESA states that 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:

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

**NESA gives schools authority to determine their own definition of diligence and sustained effort. At St Mary's Catholic College students are expected to make a serious attempt at all assessment tasks, class work and examinations.**

In addition, NESA mandates that HSC students must complete assessment tasks that contribute in excess of 50% of available marks. Failure to meet these guidelines may result in the Principal certifying that the course has not been satisfactorily studied. In such cases an 'N determination' may be issued for that course.

## 2.6 School Assessment

School assessment comprises a range of tasks, undertaken throughout the course, to determine how successfully a student has performed in relation to a set of course outcomes. Assessments are also used to calculate a student's assessment mark in each course which is then submitted to NESA for the determination of a student's HSC result.

Students will be given their rank and raw mark after each assessment task. Any queries about raw marks may only be made **at this time**. The final assessment mark allocated to each student must be an accurate numeric representation of his/her level of achievement of the specific outcomes of the course.

This Assessment Handbook provides students with an overview of the assessment schedule for each course, and includes general information on the nature, timing and weighting of assessment tasks in each course. **It is possible to have up to two tasks in any one day.**

Students will be given more detailed information on each task with adequate notice (**minimum of two school weeks**) prior to the due date for each task. Students will be informed, in writing, of:

- the nature of the task;
- outcomes to be assessed
- the individual components of the tasks and their weightings;
- the due date and time of the task;
- the procedure for collection of the task;
- marking criteria and
- proposed feedback method.

Students will be required to sign and date an Assessment Notification Record Sheet which acts as an official record for the school that each student received a 'paper copy' of the assessment task. Tasks will also be made available to all students in a course via the student portal. It is the responsibility of students to ensure that they continually monitor the portal for such information, particularly in the case of absence. Students returning after absence must check with each course teacher whether any information regarding assessment dates

and tasks had been issued in their absence and must sign and date the Assessment Notification Record Sheet.

In very exceptional circumstances there may be a need to alter an assessment task or a component, change the nature of a task or the due date of a task. Students will be informed, in writing, of the changes as soon as possible after the decision is made, for which they will also sign a new Assessment Notification Record Sheet. The determination of the circumstances being exceptional will be the responsibility of the Assistant Principal Learning and Teaching in consultation with the Leader of Learning.

The three key principles in this procedure will be:

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

## 2.7 Non-discrimination Tasks

For assessment tasks to be reliable the marks must discriminate across the standards as much as possible. In exceptional circumstances, where a task fails to discriminate effectively, that is if all students do well or poorly, a further task assessing the same components may be conducted.

## 3. ASSESSMENT PROCEDURES

All official forms referred to in this section of the Assessment Policy may be downloaded from the school portal or attained from Student Services.

### 3.1 **Hand-in** Assessment Tasks

#### 3.1.1 Submission of **Hand-in** Assessment Tasks by a Due Date

All assessment tasks must be completed by the due date.

For those tasks requiring work to be submitted by a due date, it is the **responsibility of the student** to ensure the following:

- In general, hand-in tasks are to be submitted at the time and in the manner indicated on the Assessment Task Notification under the direction of the Leader of Learning.
- There will be an Assessment Submission box at Student Services in the School Administration area where students will be able to submit written tasks for date-stamping and distribution to relevant Leader of Learning. The deadline for tasks being submitted via the Assessment Submission box is 9:30am, when the box will be removed.
- All written assessments **must** be submitted via the Assessment Submission box unless otherwise directed on the assessment task notification. Such exceptions may include, but are not limited to, large projects and online materials.
- Where possible, students are advised to submit the task before the due date if they know that they will be absent from school on the day by which a task is to be submitted.

### 3.1.2 Extension of Time – For Hand-in Assessment Tasks

**Leaders of Learning** will consider all applications for extensions of time. Students should recognise that they are notified of assessment details well in advance and extensions will, therefore, not be granted without serious cause or exceptional circumstances. The school does recognise and understand, however, absence due to illness, family crisis or tragedy and events beyond the control of the student. Extensions will be granted at the discretion of the **Leader of Learning**. If students **foresee** a problem with completing a task by a due date they must complete the following procedures:

Students must complete an ***Illness/Misadventure/Variation Form***, which can be obtained from Student Services or by downloading it from the school portal or website. Students must indicate on the form that they are seeking an **extension of time for a hand-in assessment task**. Students must submit the form in the Assessment Submission box **at least school three days prior** to the due date and **independent documentary evidence MUST** accompany a request for an extension. Students should not assume approval will be granted for a request for an extension and, therefore, should follow up the request with the relevant Leader of Learning.

When an assessment task or examination clashes with **other official school activities**, such as **work placement or excursions, or sporting representations at a School, State or Diocesan level**, it is **the responsibility of the student** to follow the above procedures if they intend to request an extension of time. Approved adjustments to the assessment schedule can then be formally documented for those students.

In the case of leave of absence which has been **approved by the Principal** it is also **the responsibility of the student** to follow the above procedures.

**Absence for recreational reasons is not considered grounds for an extension of time for an assessment task.**

Students can seek an ***extension of time*** for assessment tasks that require them to **submit work by a due date**:

- If significant illness has impacted on the student's ability to complete the task by the due date
- If significant family or other circumstances have impacted on the student's ability to complete the task by the due date

The Leader of Learning will be **unlikely to grant an extension** in the case of:

- technical difficulties. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.
- misplaced work assignments
- loss of time due to travel commitments
- difficulties with research which should have been addressed by early commencement of research
- brief periods of illness or misadventure
- external commitments that are not approved by the school
- school workload
- organisational problems experienced in the days leading up to a deadline

### 3.1.3 Unforeseen Absence on the Due Date of a Hand-in Assessment Task

**Absence on the day of a hand-in assessment task is not accepted as a valid reason for non-submission unless a request for an *Extension* has already been approved by the Leader of Learning.** Students should make every effort to submit a task by having a relative or friend submit the task on their behalf or through the use of technology. **Should this not be possible and a student has an unforeseen absence on the day or part of the day that a task is to be submitted, the following procedure must be followed:**

On the morning of the task, the student or parent/carer must contact the school office and leave a message for the specific Leader of Learning and Course Teacher notifying them of the absence. The name of the student, the task, the subject and the reason(s) for the absence should be identified.

Students must complete an *Illness/Misadventure/Variation Form* which can be obtained from Student Services or the school portal. Students must indicate on the form that they are seeking consideration for an **unforeseen absence on the day of an assessment task**. Students **MUST** attach **independent documentary evidence** to explain their absence. Students should not assume approval will be granted as a result of submitting this form. Students are expected to follow up with the relevant Leader of Learning themselves.

**All students**, on their **FIRST DAY BACK AT SCHOOL AFTER THEIR PERIOD OF ABSENCE**, must submit the task as per the instructions on the Assessment Task Notification and put the relevant misadventure form and supporting documentation into the Assessment Submission box at Student Services.

**NOTE: If the notification instructs students to submit the task to the Leader of Learning and that person is not available on the first day back at school, the task must be submitted to the class teacher.**

### 3.1.4 Late / Non-submission – Hand-in Assessment Tasks

Failure to follow the above procedures for submission of hand-in assessment tasks and the relevant forms will incur the following penalties:

**One day late: 30% of the total mark available deducted.**

**Two days late: 60% of the total mark available deducted.**

**Three or more days late: A Zero mark will be recorded. This may also result in an “N Determination” being entered for that subject.**

Students are advised that it is preferable to submit a task regardless of the state of completion as partially complete tasks will receive some marks if submitted by the due date. Even if a **mark of zero** is given due to non-submission by the due date, the student will **still be expected to submit the task** in order to satisfy the course completion criteria and to obtain important feedback from the marker. Failure to do this will result in an ‘N’ determination for that course of study.

Failure to hand in a stage of a long-term project will result in a zero mark for that stage if the necessary documentation is not submitted. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task.

The security of the task, prior to handing it in, **is the responsibility of the student**. Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

### 3.2 In-Class Assessment Tasks/Examinations

**It is the responsibility of the student** to be prompt to the classroom or assessment/examination venue and leave all bags outside or at the front of the room, as per the teacher's instructions. Students are permitted to bring only a clear plastic sleeve containing all writing implements, approved calculators and other specified equipment into the room.

Students must follow the teacher's directions before, during and at the completion of the task and maintain SILENCE during the assessment or examination.

Mobile Phones **MUST NOT** be brought into the room.

#### 3.2.1 Request for Change of Date – For In-Class Assessment Tasks/Examinations

The school recognises and understands absence due to illness, family crisis or tragedy and events beyond the control of the student. Variations to the assessment schedule, however, would only be approved under exceptional circumstances. When a clash with an in-class assessment task or examination can be **foreseen** under these circumstances the following procedures must be followed:

Students must complete an ***Illness/Misadventure/Variation Form***, which can be obtained from Student Services or by downloading it from the school portal or website. Students must indicate on the form that they are seeking a change of date for an in-class assessment task. Students must submit the form in the Assessment Submission box **at least three days prior** to the date of the task and **independent documentary evidence MUST** accompany a request for a change of assessment date. Students should not assume approval will be granted for a change of date for an assessment task and therefore should follow up the request with the relevant Leader of Learning.

When an assessment task or examination clashes with **other official school activities**, such as **work placement or excursions, or sporting representations at a School, State or Diocesan level**, it is **the responsibility of the student** to follow the above procedures if they intend to request a change of date. Approved adjustments to the assessment schedule can then be formally documented for those students.

In case of leave of absence which has been **approved by the Principal** it is also **the responsibility of the student** to follow the above procedures.

Absence from a formal assessment task or examination for recreational reasons is not considered grounds for a Change of Date request.

### 3.2.2 Unforeseen Absence on the Date of an In-Class Assessment Task / Examination

**Absence on the day of an in-class task or examination is not accepted as a valid reason for non-completion unless a *Change of Assessment Date Request* has already been submitted to, and approved by, the Leader of Learning. Should this not be possible and a student has an unforeseen absence on the day or part of the day that an in-class task/examination is to be completed, the following procedure must be followed:**

On the morning of the task or examination, the student or parent/carer must phone the school General Office on 4944 4800 and leave a message for the specific Leader of Learning or Subject Teacher notifying them of the absence. The name of the student, the task, the course and the reason(s) for the absence should be identified.

Students must complete an *Illness/Misadventure/Variation Form*, which can be obtained from Student Services or by downloading it from the school portal or website. Students must indicate on the form that they are seeking consideration for an unforeseen absence on the day of an assessment task or examination.

On their **FIRST DAY BACK AT SCHOOL AFTER THEIR PERIOD OF ABSENCE**, students must submit the form with supporting **independent documentary evidence (in the case of illness, this MUST be a Doctor's Certificate)** in the Assessment Submission box at Student Services and promptly see the Leader of Learning to organise a time to complete the assessment task or examination. It is expected that the student will complete the task or an alternative task that same day unless notified of a more suitable alternative date, particularly if the student does not have that subject that day. In the case of an examination block, students should be prepared to complete any examination missed due to absence, on their first day of return to school. Students may be required to complete 2 exams in one day if the student has missed more than one exam. **NOTE: If the Leader of Learning is not available, the student must see their class teacher to organise a time to complete the assessment task or examination.**

Students should not assume approval will be granted as a result of submitting an Illness/Misadventure/Variation Form. Students are expected to follow this up with the relevant Leader of Learning themselves.

Students who do not follow the correct procedure for a missed assessment task/examination will incur a late penalty as specified in the assessment policy. In circumstances where the completion of a substitute task or multiple missed tasks is not feasible or is unreasonable during the examination block, the Assistant Principal Learning and Teaching may authorise the use of an estimate based on other appropriate evidence on the advice of the Leader of Learning.

Failure to follow the above procedures for in-class assessment tasks will incur the following penalties:

- **One day missed: 30% of the total mark available deducted.**
- **Two days missed: 60% of the total mark available deducted.**
- **Three or more days missed: A Zero mark will be recorded. This may also result in an "N Determination" being entered for that subject.**

### 3.3 Illness/Misadventure during an Assessment Task

Students who are unwell or experience a misadventure during an assessment task or examination should immediately notify the supervisor of the task, so that documentation can be provided for any subsequent illness/misadventure appeal.

Students must complete an ***Illness/Misadventure/Variation Form*** and indicate on the form that they wish to apply for **Special Consideration due to Illness during an assessment task**. The form must be submitted in the Assessment Submission box at Student Services on the day of the assessment task or examination, if possible, or on the first school day of attendance after the task for consideration of their performance in that task.

Where a student has attended an assessment task while ill or subject to the effects of other misadventure, and his/her appeal is upheld, the following procedure will be followed:

- The paper will be marked along with all others.
- The Leader of Learning will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
- If the mark achieved is commensurate with or better than expectations based on the other evidence, no further action will be taken.
- If the mark is significantly below expectations, it may be set aside, and the student required to undertake a substitute task.
- An estimate may be determined by the Leader of Learning in exceptional circumstances. The estimate will be based on the student's performance on tasks in that subject which are similar in nature. The estimate may be determined at the end of the course before a final rank is determined.

### 3.4 Illness/Misadventure/Variations Advice and Independent Documentary Evidence

Due to the seriousness that NESAs and the school places on assessment students need to be aware of the following:

- Students must complete **Illness/Misadventure/Variation Forms** to explain any failure to submit an assessment task or absence from an assessment task or examination. These forms must be accompanied by **independent documentary evidence as approved by NESAs**.
- Doctor's Certificates submitted as independent documentary evidence must adhere to the following conditions:

The doctor must sight the condition ON, or prior to the day of assessment. The certificate must cover the period of assessment (dates must appear on the certificate) and indicate what day you are fit to return to school. This certificate must be provided by an independent source (not from a member of the immediate family). **Post-dated certificates WILL NOT be accepted.**

The student must be prepared to complete the task on the day of return to school unless the Leader of Learning arranges other provisions.

**Pharmaceutical certificates will NOT be accepted.**

- Where a student fails to complete an assessment task without satisfactory explanation, according to the penalties, a mark of zero will be recorded for the task.



- **All students have three days to lodge Illness/Misadventure/Variation Forms.** Applications lodged after the above time periods will only be considered in exceptional circumstances.
- Illness/Misadventure applications must relate to illness or misadventure suffered **immediately before or during** the task(s) that has affected the student's performance.

Applications may be in respect of:

- **Absence due to valid unforeseen circumstances** (eg sudden illness, funeral, accident, family emergency)
- **Failure to perform at the student's usual standard** due to valid illness or misadventure.

**Please note:** Taking holidays in school terms without receiving Principal Approved Leave is not accepted as valid grounds for an extension or special consideration of a summative assessment task.

- The outcome of Illness/Misadventure/Variation applications will be determined by the Assessment Review Committee in conjunction with the relevant Leader of Learning and classroom teacher.
- Students who are deemed to have a valid reason for not attending/submitting an assessment task by the due date, due to illness, misadventure or special circumstances, may be required to:
  - submit the task without penalty; or
  - be given the same task at a different time; or
  - be given a task of a similar nature. If a student is required to complete a substitute task it will be held as soon as practical on his or her return to school.

In circumstances where the completion of a task is not feasible or is unreasonable, or where conditions of the missed task are difficult to duplicate, the Assistant Principal Learning and Teaching, under advice from the Leader of Learning, may authorise the use of a computer generated estimate based on other appropriate evidence.

### 3.5 Partial Absence on the Day of an Assessment Task

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but incur a late submission penalty, as specified in the policy, unless appropriate documentary evidence is provided to explain the partial absence.

### 3.6 Oral/In-Class Assessment Tasks

The appropriate procedure (as outlined earlier) applies when orals/in-class tasks are assessed.

Students who believe they have a legitimate/medically documented reason for not presenting an oral task in front of their class or the audience specified on the Assessment Task Notification, must **provide relevant documentation and a letter from their parent/guardian** for consideration by the Leader of Learning **prior to the day the oral tasks are due to commence**. If the Leader of Learning replies to this appeal in the affirmative the student must negotiate an alternative time/manner to deliver their oral task with their class teacher. Nerves will not be accepted as a legitimate reason for rescheduling an oral task. When a student's name is called to present their oral task and they refuse, having failed to follow this procedure, normal processes will apply regarding penalties for the oral component of the task.

If a student has a legitimate absence from school that coincides with the period of time set aside to assess oral tasks, they may be given the opportunity to record their oral task at home and submit via email to their class teacher or Leader of Learning, or an alternative time may be found. This will be at the discretion of the Leader of Learning.

### 3.7 Use of Technology and Electronic Submissions of Assessment Tasks

In certain circumstances, with prior approval of the Leader of Learning, assessment tasks may be submitted electronically. The following conditions will apply:

- The assessment task should be readily identifiable. This may involve storing files in the student's 'My Documents' drive in a specific location as nominated by the teacher or it may involve submission on portable storage devices or by email if nominated by the teacher.
- It is the **responsibility of the student** to ensure files are readable, usable and virus free.
- It is the responsibility of the student to ensure that technology such as home printers and home internet connections are in working order before the due date of the assessment task. Technical computer failure is not acceptable as a reason for late submission. In any case the date on which the file was last modified will be tracked by the teacher.
- The school will only accept assessment tasks which are created in software applications installed on the school network, and in a format, which can be read by school computers.

If students use audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and associated equipment is **the responsibility of the student**.

Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason, e.g. document lost or printer malfunctions, will not be eligible for misadventure appeals. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. A back up copy of drafts and paper copies of work should be made during the preparation of a task as these may be required to ensure against penalties being incurred. It is advised that regular printouts of draft material be made in case of technology malfunction.

### 3.8 Malpractice

All assessment tasks **MUST** be the original work of the student. **Malpractice** includes any form of plagiarism or cheating.

#### 3.8.1 Plagiarism

**Plagiarism** includes copying any form of print, electronic media, or another person's work to present as one's own. It occurs when the original work is directly copied or paraphrased without acknowledgment or when the task is completed by another person. If it is found that a student has plagiarised, then a **mark of zero** will be recorded for that section of the task. An assessment task can be considered plagiarised if:

- There is a total lack of referencing
- There is deliberate deception by inventing references or not acknowledging passages that are either direct quotes from another author or substantially the work of another person
- Ideas and information are paraphrased but are not referenced
- Part or all of another student's work is copied
- A significant portion of a written response is not the student's original work even though it has been well referenced.

The marker is not required to locate the source of the copied material to prove non-authenticity. An experienced marker can easily identify non-authenticity from textual evidence. Any other student who is determined to have assisted with the action of copying/plagiarism will have a mark of zero recorded for that section of the task.

#### 3.8.2 Cheating

**Cheating** refers to circumstances in which a student attempts to gain unfair advantage in an assessment task. Some common examples include:

- unauthorised reference to materials other than those specified by the task
- concealed notes or writing taken into the assessment task or examination room
- use of mobile phones or non-approved calculators
- communicating with other students or copying other students' responses in assessment task conditions.
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- using non-approved aides during assessment tasks/exams
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice, for example lending your work to another

It is not acceptable to cheat in an assessment task and it is not acceptable to know that cheating is occurring and do nothing about it. If it is found that a student has cheated or attempted to cheat or is determined to have assisted with the action of copying/cheating in

an assessment task to gain unfair advantage, then a **mark of zero** will be recorded for the section or sections of the task in which the cheating has occurred.

All equipment taken into the venue for an assessment task must be the same as allowed in that course for the HSC examination and it may be checked by the supervising teacher.

Students must not use a mobile phone during a task or access any other source of information unless instruction or permission is specifically given by the teacher. Zero marks will be awarded for a breach of this requirement.

Advanced digital devices may not be taken into examination rooms. (Examples include mobile phones, tablet/note devices, Apple watch or similar, fitness device with internet connectivity and so on.)

Parent-condoned absences from school to complete or prepare for an assessment task are not acceptable. Proven cases of Academic Malpractice will be included on a register collated by NESAs in Stage 6.

A Guide to Referencing is included as an appendix at the end of this document.

### 3.9 Non-Serious Attempt

NESA defines a non-serious attempt as any task which contains frivolous or objectionable material. If students are judged to have made a non-serious attempt in their assessment tasks, they may render themselves ineligible for their RoSA or HSC. An assessment task considered to be a non-serious attempt will be referred to the Assessment Review Committee for a ruling. Students will have to re-sit or resubmit an assessment task if their original attempt or submission is deemed to be a non-serious attempt.

### 3.10 Marking and Feedback

An essential component of assessment is to provide meaningful feedback to each student. Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task. Annotation of student work will indicate what the student did well and how they can improve. Elements of meaningful feedback **could** include:

- Providing marks which have meaning because they are linked to specific criteria.
- Providing their grade and rank for the task.
- Allowing students to self-assess their work relative to the marking criteria.
- Allowing peers to assess their work relative to the marking criteria.
- Providing opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
- Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
- Providing a link to their future learning in the course.

### 3.11 Multiple Classes from the One Course

Where multiple classes occur in course, common formal assessment tasks will be set and marked as one group. Task design will be a collaborative activity, involving all teachers who

will take part in the administration of the task. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria and engage in pilot/peer marking to ensure consistency of judgement and awarding of marks takes place. Faculties may employ a range of strategies to ensure consistency of marking across the cohort such as common markers, team marking, check marking, benchmark setting, and statistical moderation. The school will make every effort to see that all students perform formal assessment tasks under the same conditions.

## **4. MARKS, RANKS, ATAR**

### **4.1 Rank Order Review Procedure**

Immediately after the last HSC exams in November, students will be given their ranking within the school in each course studied. Students can request a review of an assessment ranking if they consider that the school's order of merit for a particular course is not consistent with their expectations on the basis of performance in formal assessment tasks, making due allowance for component weighting and scaling, or if they feel that the school has not followed correctly the component weighting guidelines. Students must request such a review before the closing date stated in the HSC handbook issued by NESA. In the event of a review being requested, the Assessment Review Committee, together with the teacher and Leader of Learning concerned, will check the component weighting allocations and all calculations to ensure that no error has been made.

Please note that NESA has specifically stated that a teacher's judgement of the worth of individual assessment tasks, as reflected in the mark or the grade awarded, will not be subject to review. Schools are not required to retain test papers, student assignments, projects, practical exercises, etc., as evidence for assessments.

### **4.2 Maintenance of Marks**

It must be noted that final HSC Assessment Marks are strictly confidential and may not be communicated to students at any time. However, students are permitted to know their Rank Order in each course. This will usually be recalculated and provided for students after each assessment task.

### **4.3 Estimation of the Australian Tertiary Admission Rank (ATAR)**

The School is not able to provide reliable estimates of the Australian Tertiary Admission Rank (ATAR). The final ATAR is calculated from data to which the school has little or no access. When an estimate of a student's ATAR is required for an application for a scholarship or similar purpose, the Assistant Principal Learning and Teaching will provide the best estimate which can be derived from the available data. ***However, the school disclaims any responsibility for the accuracy of any such estimate***, which is provided only to avoid disadvantage to students.

## **5. VET**

As Vocational Education and Training (VET) Courses are competency based, dual accredited courses, no internal mark is required for reporting purposes to NESA. NESA, however, and the Australian Skills Quality Authority (ASQA) require that, for each student, a competency-based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved by students. The Catholic Schools Office is a Registered Training Organisation. NESA requires schools to enter the competencies achieved into the computer database via EBOS on-line.

The competencies of each student are to be judged against a prescribed standard, not against the other students. A student is therefore judged as competent or not yet competent and this judgement is based on evidence obtained from a variety of sources. Students who are deemed 'not yet competent' may seek further opportunities to demonstrate those competencies, but these need to occur by negotiation with the teacher, at a time that causes no disruption to other students or classes.

Completion of the minimum requirements for Work Placement is mandatory. A student who fails to comply with the Work Placement requirement is issued with a warning letter. If the matter continues, an "N" determination may be made by the Principal after a second warning letter has been issued.

Achievement of competence is recorded by each teacher/assessor and then entered into the NESAs database by the VET Coordinator. It must be signed off by a qualified assessor under the auspices of the RTO.

All performance criteria must be met to demonstrate an element of competency. All elements of competency must be met in order to achieve a unit of competency.

It is optional for students to do the HSC exam in a VET Curriculum Framework Course. Students wishing to include the course in the calculation of the ATAR need to sit the optional exam. Where the exam is sat, NESAs records the result on the students' Record of Achievement. This is independent of the AQF qualification they receive.

The College may endorse a policy that students' marks from exams which test the theory component of the course are reported to parents/carers. This is intended to give the parents/carers and students an indication of their progress on the theory component. Students may find this useful information in deciding whether to sit the optional HSC exam in a VET Curriculum Framework Course.

Where a student is undertaking a VET Curriculum Framework Course (delivered by the College), a TAFE delivered VET Curriculum Framework Course, a Board Developed TAFE Delivered VET Course or a TAFE Delivered VET Board Endorsed Course, students must comply with the regulations of TAFE, NESAs and ASQA. The College maintains regular communication with the TAFE campuses and attempts to follow up on concerns about student progress. TAFE reports the progress of students directly to NESAs and the College.

The provisions that apply to all other courses regarding an 'N' determination, student warnings and the application of the Illness/Misadventure policy applies to all VET courses offered at St Mary's Catholic College. Notwithstanding the above, the other provisions of the College Assessment Policy apply to VET students at St Mary's Catholic College. Where there is any contradiction between the provisions of this section and other sections of this policy, the relevant part from this section applies or alternatively, the relevant section from the ACE manual will be applied.

## 6. ALL MY OWN WORK

The All My Own Work program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. The program consists of five modules and is available in online and downloadable formats. All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed the All My Own Work program, or its equivalent, before they can commence the HSC Course.

## 7. N-DETERMINATIONS

NESA has delegated to Principals the authority to determine if students seeking a RoSA, Preliminary HSC or the HSC at their school have satisfactorily completed each course in which they are enrolled, with diligence and sustained effort, in accordance with the requirements issued by NESA. Where a student is at risk of not meeting the requirements of a course, the school will inform the student and the parents/carers in writing. An N-Determination warning letter will be sent, specifying the nature of the concern and the steps the student can take to rectify the situation. This document will need to be sighted, signed and returned to the school. The N-Determination warning will contain information concerning the date that the task must be redeemed by, so that its status can be changed from a Non-Attempt to a Late Attempt. Copies of N-Determination letters will be kept on the student file and recorded electronically.

Circumstances whereby N Warning letters may be issued:

### a) Attendance:

While NESA does not stipulate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. Absences will be regarded seriously by the Principal who will give students early warning of the consequences of such absences.

### b) Non-submission of tasks:

NESA mandates that, to successfully complete courses in Years 11 and 12, students must complete assessment tasks that contribute in excess of 50% of available marks. Where a student fails to complete an assessment task without valid explanation **a mark of zero will be given for the task.**

Any Stage 6 student receiving two course-specific warning letters may be given an N-Determination. NESA will be informed that the student has not satisfactorily completed the course. For the Preliminary Course this will mean that the student will not receive a result in the course on the Preliminary Course Record of Achievement. It also means that the student is unable to proceed to the HSC Course in that subject. An N-Determination in the HSC Course will mean that the student will not receive a result in the course, and it may affect the award of the Higher School Certificate.

## 8. STUDENT APPEALS

### 8.1 Summative Assessment Tasks

A student has the right to appeal a mark in a summative assessment task within three days of the task being returned. The **classroom teacher** of the student is required to discuss the marking criteria or rubric with the student. If the student does not accept the mark after

this process, the student has the right to appeal to the **Leader of Learning** who will respond to the concerns of the student.

If the concern remains unresolved, the student and/or Leader of Learning may then ask the **Assessment Review Committee** to determine if the task has been fairly marked. The student will be notified of this decision via a meeting (marker/Leader of Learning and student).

If the student remains concerned with the outcome, there is a right of appeal to the **Principal**. The grounds for the appeal must be clearly outlined. A meeting will then be arranged between all stakeholders. The matter will be resolved at this meeting.

## 8.2 Grades

Students have the right to appeal against their school-based grade after receiving their final results. The appeal must be in writing with any relevant evidence. The appeal must be submitted to the Principal. The Principal will assess the appeal and if necessary, with the school's comments, submit the appeal to NESA. Students will need to substantiate the fact that their final results were inconsistent with the progressive reporting of the school.

## 9. RIGHTS AND RESPONSIBILITIES

### 9.1 Student Responsibilities

**Each student has the responsibility to:**

- Understand NESA course requirements and procedures for each course of study.
- Be familiar with, and fulfil the requirements of, the School Assessment Policy as set out in this document
- Be aware of the various types of assessment tasks (essays, presentations etc). This will involve being familiar with the Assessment Policy and Course Handbooks and managing their own schedule.
- Read the Assessment Notifications carefully so they are fully aware of the task requirements.
- Ensure that all work is submitted by the due date. Failure to submit required work must be accompanied by an **ACCEPTABLE** reason and be submitted in writing as specified in this handbook. Poor organisation of time and/or social events is **NOT** considered acceptable. Technology problems, such as printers running out of ink or email failures will not be accepted as an excuse. Students are **required to back up all work so that work can be printed, if necessary, at school.**
- Notify Leader of Learning in writing as specified in this policy if other college commitments, such as sport, debating, representative duties etc., clash with assessable dates.
- Be in attendance to do all in-school assessment tasks.
- If absent on the day an assessment task notification is given, ensure he/she collects a copy of the task from the appropriate teacher on return. **Students cannot assume an automatic extension – application must be made using the appropriate method.**
- If absent on the final submission date of a hand-in assessment task or on the day an in-class assessment task is occurring, ensure that their parent/guardian rings the school to notify of the absence, and submit the appropriate documentation upon return to school.
- Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.



- Discuss with the Leader of Learning about due dates for assessment tasks if workloads seem unmanageable. Such conversations must occur at least three days prior to any task dates.
- Discuss with classroom teacher if unclear about any aspect of a task.
- Be on time for all assessment tasks.
- Present work in a form specified, follow directions of a task and ensure that all the work is of an acceptable standard.
- Keep a personal record of the results of assessment tasks.
- Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework.
- Check their school email inbox on a daily basis, and particularly on days of absence from school.
- Use feedback from teachers as the basis for improvement; this may mean that a student needs to discuss their progress individually with their teacher.

## 9.2 Student Expectations

### **Each student should expect to:**

1. Be fully informed of the purpose of assessment.
2. Have access to accurate and detailed information about NESAs and School Policies regarding assessment for each course.
3. Receive an overview of the assessment program for each course, detailing: the number of tasks, the form of tasks, the weight of the tasks and the components of the course being assessed by the task.
4. Receive a detailed outline of the requirements of each assessment task at least two school weeks prior to the due date including specific task requirements, outcomes, component weightings, length, due date, submission details.
5. Consult with teachers or Leaders of Learning if clarification is needed about marks, comments or grades awarded for tasks at the time that the task is returned.
6. Be aware of the process followed when an estimate is to be used to determine a mark for a task.
7. Have access to meaningful feedback from teachers about performance in assessment tasks and classwork.
8. Be listened to and be provided with well-informed advice when difficulties are experienced in achieving learning or assessment goals.
9. Expect privacy of results. Individual order of merit should be given only to the student concerned. When order of merit or scatter sheets are made public, only marks or ranks will be given, with no student names. Assessment tasks will be returned to the student concerned and not to others to pass on to them.

## 9.3 School's Responsibilities

### **It is the responsibility of the school to:**

- Conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- Develop an assessment schedule for each course and inform students of the types of tasks, their timing and the weighting that will contribute to their overall assessment mark.

- Develop quality assessment tasks which monitor student performance in each part of the course.
- Develop well-structured marking guidelines that inform students of the specific skills and knowledge required for each task.
- Schedule the various assessment tasks throughout the course and ensure that such tasks cover the range of components specified by NESA.
- Provide effective and timely feedback to students in relation to their strengths and weaknesses and areas for improvement. This can be in the form of verbal or written feedback, and includes feedback from formal and informal tasks, mid-course and yearly reports, N-Determination Warnings and three-way parent/student/teacher interviews.
- Collate such information as is necessary to provide a comprehensive guide for students of the school's requirements for assessment in each subject.
- Maintain records of student performance and provide information to students regarding progress.

## **10. REPORTING**

Students will receive meaningful feedback on their performance in each assessment task. Parents will receive a mid-year and end of year report on their child's progress.

## **11. DISABILITY PROVISIONS**

All students with a disability or learning difficulty are entitled to apply through the Learning Support Coordinator for access to Disability Provisions for assessments and exams.

Stage 6 students require a further application to NESA who will make a determination regarding eligibility. The Learning Support Coordinator will administer this. All information and applications are available from the Learning Support Coordinator.

Refer to [www.boardofstudies.nsw.edu.au/disability-provisions](http://www.boardofstudies.nsw.edu.au/disability-provisions) for more information and guides for Stage 6 students wishing to apply for Disability Provisions.

## **12. PUTTING ASSESSMENT INTO PERSPECTIVE**

Education is about more than assessment. Examinations and the Assessment Program are simply measures of student achievement at various stages of development.

Syllabi in all courses are designed to foster development across a variety of learning outcomes. All tasks whether a part of the Assessment Program or not contribute to the educational development of the student. Those students who complete all work in each course to the best of their ability will receive the maximum benefit from their schooling.

## **13. NOTES ON REFERENCING**

### **Correct Referencing Guide**

*St Mary's Catholic College prefers students use the Harvard system of referencing sources. Some key features of this style are outlined below:*

Harvard is a style of referencing, primarily used by university students, to cite information sources. Two types of citations are included:

1. Reference Lists are located at the end of the work and display full citations for sources used in the assignment. Here is an example of a full citation for a book found in a Harvard Reference list:

*Fitzgerald, F. (2004). The Great Gatsby. New York: Scribner.*

2. In-text citations are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

*"After that I lived like a young rajah in all the capitals of Europe..." (Fitzgerald, 2004)*

### Harvard Reference List Overview

Reference lists are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information including the:

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher
6. Pages used

Generally, Harvard Reference List citations follow this format:

- **Last name, First Initial. (Year published). Title. City: Publisher, Page(s).**

Citations are listed in alphabetical order by the author's last name.

If there are multiple sources by the same author, then citations are listed in order by the date of publication.

### Harvard Reference List Citations for Books with One Author

The structure for a Harvard Reference List citation for books with one author includes the following:

- Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition) City published: Publisher, Page(s).

If the edition is not listed, it is safe to assume that it is the first addition and does not need to be included in the citation.

**Example:** One author AND first edition:

- Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

**Example:** One author AND NOT the first edition:

- Dahl, R. (2004). *Charlie and the chocolate factory*. 6th ed. New York: Knopf.

### Harvard Reference List Citations for Books with Two or More Authors

When creating a citation that has more than one author, place the names in the order in which they appear on the source. Use the word "and" to separate the names.

- Last name, First initial. and Last name, First initial. (Year published). Title. City: Publisher, Page(s).

**Example:**

- Desikan, S. and Ramesh, G. (2006). *Software testing*. Bangalore, India: Dorling Kindersley, p.156.
- Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers*. Boston: Cengage Learning, pp.446-448.
- Daniels, K., Patterson, G. and Dunston, Y. (2014). *The ultimate student teaching guide*. 2nd ed. Los Angeles: SAGE Publications, pp.145-151.  
\* remember, when citing a book, only include the edition if it is NOT the first edition!

**Harvard Reference List Citations for Chapters in Edited Books**

When citing a chapter in an edited book, use the following format:

- Last name, First initial. (Year published). Chapter title. In: First initial. Last name, ed., *Book Title*, 1st ed.\* City: Publisher, Page(s).
- Bressler, L. (2010). My girl, Kylie. In: L. Matheson, ed., *The Dogs That We Love*, 1st ed. Boston: Jacobson Ltd., pp. 78-92.  
\* When citing a chapter in an edited book, the edition is displayed, even when it is the first edition.

**Harvard Reference List Citations for Multiple Works By The Same Author**

When there are multiple works by the same author, place the citations in order by year. When sources are published in the same year, place them in alphabetical order by the title.

**Example:**

- Brown, D. (1998). *Digital fortress*. New York: St. Martin's Press.
- Brown, D. (2003). *Deception point*. New York: Atria Books.
- Brown, D. (2003). *The Da Vinci code*. New York: Doubleday.

**Harvard Reference List Citations for Print Journal Articles**

The standard structure of a print journal citation includes the following components:

- Last name, First initial. (Year published). Article title. *Journal*, Volume (Issue), Page(s).

**Examples:**

- Ross, N. (2015). On Truth Content and False Consciousness in Adorno's Aesthetic Theory. *Philosophy Today*, 59(2), pp. 269-290.
- Dismuke, C. and Egede, L. (2015). The Impact of Cognitive, Social and Physical Limitations on Income in Community Dwelling Adults With Chronic Medical and Mental Disorders. *Global Journal of Health Science*, 7(5), pp. 183-195.

**Harvard Reference List Citations for Journal Articles Found on a Database or on a Website**

When citing journal articles found on a database or through a website, include all of the components found in a citation of a print journal, but also include the medium ([online]), the website URL, and the date that the article was accessed.

Structure:

- Last name, First initial. (Year published). Article Title. *Journal*, [online] Volume (Issue), pages. Available at: URL [Accessed Day Mo. Year].

**Example:**

- Raina, S. (2015). Establishing Correlation Between Genetics and Nonresponse. *Journal of Postgraduate Medicine*, [online] Volume 61(2), p. 148. Available at:

<http://www.proquest.com/products-services/ProQuest-Research-Library.html>  
[Accessed 8 Apr. 2015].

### **Harvard Reference List Citations for Print Newspaper Articles**

When citing a newspaper, use the following structure:

- Last name, First initial. (Year published). Article title. *Newspaper*, Page(s).

#### **Example:**

- Weisman, J. (2015). Deal Reached on Fast-Track Authority for Obama on Trade Accord. *The New York Times*, p.A1.

### **Harvard Reference List Citations for Newspaper Articles Found on a Database or a Website**

To cite a newspaper found either on a database or a website, use the following structure:

- Last name, First initial. (Year published). Article title. *Newspaper*, [online] pages. Available at: url [Accessed Day Mo. Year].

#### **Example**

- Harris, E. (2015). For Special-Needs Students, Custom Furniture Out of Schoolhouse Scraps. *New York Times*, [online] p.A20. Available at: <http://go.galegroup.com> [Accessed 17 Apr. 2015].

### **Harvard Reference List Citations for Print Magazines**

When citing magazines, use the following structure:

- Last name, First initial. (Year published). Article title. *Magazine*, (Volume), Page(s)

#### **Example:**

- Davidson, J. (2008). Speak her language. *Men's Health*, (23), pp.104-106.

### **Harvard Reference List Citations for Websites**

When citing a website, use the following structure:

- Last name, First initial (Year published). Page title. [online] Website name. Available at: URL [Accessed Day Mo. Year].

When no author is listed, use the following structure:

- Website name, (Year published). *Page title*. [online] Available at: URL [Accessed Day Mo. Year].

#### **Example:**

- Messer, L. (2015). 'Fancy Nancy' Optioned by Disney Junior. [online] ABC News. Available at: <http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmb0.twitter> [Accessed 31 Mar. 2015].
- Mms.com, (2015). *M&M'S Official Website*. [online] Available at: <http://www.mms.com/> [Accessed 20 Apr. 2015].

### **Harvard Reference List Citations for eBooks and PDFs**

When citing eBooks and PDFs, include the edition, even if it's the first edition, and follow it with the type of resource in brackets (either [ebook] or [pdf]). Include the url at the end of the citation with the date it was accessed in brackets.

Use the following structure:

- Last name, First initial. (Year published). *Title*. Edition. [format] City: Publisher, page(s). Available at: URL [Accessed Day Mo. Year].
- Zusack, M. (2015). *The Book Thief*. 1st ed. [ebook] New York: Knopf. Available at: <http://ebooks.nypl.org/> [Accessed 20 Apr. 2015].
- Robin, J. (2014). *A handbook for professional learning: research, resources, and strategies for implementation*. 1st ed. [pdf] New York: NYC Department of Education. Available at <http://schools.nyc.gov/> [Accessed 14 Apr. 2015].

### Harvard Reference List Citations for Artwork

To cite artwork, use the following structure:

- Last name, First initial. (Year created). *Title*. [Medium]. City that the artwork is/was displayed in: Gallery or Museum.

#### Example:

- Gilbert, S. (1795-1796). *George Washington*. [Oil on canvas] New York: The Frick Collection.
- Jensen, L., Walters, P. and Walsh, Q. (1994). *Faces in the Night*. [Paint Mural] Trenton: The Trenton Free Library.

### Harvard Reference List Citations for DVD, Video, and Film

When citing a DVD, Video, or Film, use the following format:

- Film title. (Year published). [Format] Place of origin: Film maker.  
\*\**The place of origin refers to the place where the dvd, film, or video was made. Eg: Hollywood*  
\*\**The film maker can be the director, studio, or main producer.*

#### Example:

- *Girls Just Want To Have Fun*. (1985). [film] Chicago: Alan Metter.

### Harvard Reference List Citations for Print Encyclopaedia Articles

An encyclopaedia is a book, or set of books, used to find information on a variety of subjects. Most encyclopaedias are organized in alphabetical order.

Use this format to cite an encyclopaedia:

- Last name, First initial. (Year published). Article title. In: *Encyclopaedia title*, Edition. City published: Publisher, page(s).

#### Example:

- Harding, E. (2010). Anteaters. In: *The International Encyclopaedia of Animals*, 3rd ed. New York: Reference World, p. 39.

### Harvard Reference List Citations for Religious Texts

To cite any type of religious text, such as the Bible, Torah, Quran, use the following format:

- Title (Year published). City published: Publisher, pages used.

**Example:**

New American Standard Bible, (1998). Anaheim: Foundation Publications, Inc, pp.332-340.

**Harvard In-Text Citations Overview**

Students use in-text citations to indicate the specific parts of their paper that were paraphrased or quoted directly from a source.

Each in-text citation generally displays the last name of the author and the year the source was published.

The in-text citation is usually located at the end of the quoted or paraphrased sentence.

**In-Text Citations for One Author**

The author's last name and the year that the source was published are placed in the parentheses.

**Example:**

- Gatsby's infatuation with Daisy is often revealed in the story, often in simple phrases such as, "... he turned toward her with a rush of emotion" (Fitzgerald, 2004).

If the author's name is already used in the body of the text, then students should exclude it from the in-text citation.

**Example:**

- Fitzgerald's use of "old sport" throughout the novel suggests that Gatsby considered Nick Carraway a close friend (2004).

**In-Text Citations for Two or Three Authors**

When a source has two authors, place both authors' names in the order in which they appear on the source, with the word and separating them.

**Examples:**

- "A range of values can express emotion, too. Stark, high-contrast drawings may carry a strong emotional charge" (Lazzari and Schleiser, 2011).
- "Rather than constantly seeking approval from others, try to seek approval from the person who matters the most - yourself" (Bardes, Shelley and Schmidt, 2011).

**In-Text Citations for Four or More Authors**

Only use the first listed author's name in the in-text citation, followed by "et al." and the publishing year.

**Example:**

- It can be said that "knowledge of the stages of growth and development helps predict the patient's response to the present illness or the threat of future illness" (Potter et al., 2013).

**Example:**

- Potter et al. (2013) go on to explain that "among the most Catholic Filipinos, parents keep the newborn inside the home until after the baptism to ensure the baby's health and protection."

### **In-Text Citations for Corporate Authors**

Use the name of the organization in place of the author.

#### **Example:**

- “Dr. Scharschmidt completed her residency in 2012, joined the Leaders Society in 2013, and became a new volunteer this year to encourage other young dermatologists in her area to join her in leadership giving” (Dermatology Foundation, 2014).  
If the name of the organization is used in the text, place only the year in parentheses.

#### **Example:**

- The Dermatology Foundation (2013) stated in their report that “industry also played an important role in the success of the highly rated annual DF Clinical Symposia—Advances in Dermatology.”

### **In-Text Citations for No Author**

When an author’s name cannot be found, place the title of the text in the parentheses, followed by the publishing year.

#### **Example:**

- Lisa wasn’t scared, she was simply shocked and caught off guard to notice her father in such a peculiar place (Lost Spaces, 2014).

### **In-Text Citations with No Date**

When a date is not included in a source, simply omit that information from the in-text citation.

#### **Example:**

- “Her hair was the colour of lilac blossoms, while a peculiar colour, it fit her quite well” (Montalvo)



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# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Ancient History

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Oral Presentation Source Analysis Ancient Societies</b>	<b>Essay Cities of Vesuvius: Pompeii and Herculaneum</b>	<b>Historical Analysis Personalities in their Times</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	AH12-1 AH12-2 AH12-3 AH12-9	AH12-6 AH12- 8 AH12-9 AH12-10	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>20</b>
Historical Inquiry and Research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

## Year 12 2021 Assessment Program

### Course: Biology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Topic Test</b>	<b>Practical Assessment</b>	<b>Depth Study</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	BIO 12-14; BIO 12-15	BIO 11/12-1 BIO 11/12-2 BIO11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO11/12-7	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 12-12	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO11/12-7 BIO 12-12; BIO 12-13 BIO 12-14; BIO 12-15	
Knowledge and understanding of course content	10		10	20	40
Skills in working scientifically		20	30	10	60
<b>Total</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Business Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Research and Test Operations</b>	<b>Stimulus Analysis Test Finance</b>	<b>Research and Test Marketing</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8-9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	H1, H2, H5, H7	H4, H6, H7, H8, H9, H10	H3, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus-based skills		10		10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of Business information ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Chemistry

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Practical Task</b>	<b>Depth Study Report</b>	<b>Hydrocarbon Research</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	CH11/12-2; CH11/12-3; CH11/12-4; CH11/12-5; CH11/12-6; CH11/12-7 CH12-12	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7, CH12-14	CH11/12-1 to CH11/12-7 CH12-12 to CH12-15	
Knowledge and understanding of course content	5	10	5	20	40
Skills in working scientifically	15	20	15	10	60
<b>Total</b>	20	30	20	30	100

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Community and Family Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Independent Research Report</b>	<b>Community Group Investigation</b>	<b>Parenting and Caring Response</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 3-5</b>	
Outcomes	H4.1, H4.2	H1.1, H2.2, H2.3, H3.3, H4.2, H5.1, H6.2	H1.1, H2.1, H2.3, H3.2, H3.4, H5.2, H6.1	All outcomes	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	10	<b>60</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

## Year 12 2021 Assessment Program

### Course: Drama

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Performance and Directorial Concept Rationale</b>	<b>Essay Writing Australian Drama Black Comedy</b>	<b>Individual Project Performance Submission and Log Book</b>	<b>Group Project Performance and Log Book</b>	
<b>Due Date</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 2</b>	
Outcomes	H1.1, 1.2, 1.5, 1.7 H2.1, 2.2 H3.1, 3.2 3.3	H 3.1, 3.2, 3.3	H1.2, 1.5, 1.7 H2.2, 2.3	H1.4, 1.5, 1.6, 1.7 H2.1, 2.2, H3.3	
Making	10		15	15	<b>40</b>
Performing	10		10	10	<b>30</b>
Critically Studying		30			<b>30</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Annotated Timeline</b>	<b>Data Analysis</b>	<b>Depth Study</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	EES11/12-7; EES12-12	EES11/12-1 EES11/12-4 EES11/12-6 EES12-13	EES11/12-1 EES11/12-5 EES11/12-6 EES11/12-7 EES12-14	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12; EES12-13 EES12-14; EES12-15	
Knowledge and understanding of course content	10		10	20	40
Skills in working scientifically		20	30	10	60
<b>Total</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>



# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Engineering

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Engineering Report Application Modules	Engineering Report Focus Modules	Trial HSC Examination	
Due Date	Term 2 Week 5	Term 3 Week 7	Term 3 Weeks 3-5	
Outcomes	H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H6.2	H1.1, H1.2, H2.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H6.2	
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	25	25		50
<b>Total</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: English Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Texts and Human Experiences</b>	<b>Craft of Writing</b>	<b>Textual Conversations</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 2020 Week 9</b>	<b>Term 1 2021 Week 4</b>	<b>Term 2 2021 Week 2</b>	<b>Term 3 2021 Weeks 3-5</b>	
Outcomes	EA12-1, EA12-5, EA-12-7, EA12-8,	EA12-1, EA12-3, EA12-4, EA12-9,	EA12-2, EA12-4, EA12-6, EA12-8	All outcomes may be assessed	
Knowledge and understanding of course content	10	15	15	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	20	<b>50</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: English Extension 1

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	<b>Critical Response with Related Texts</b>	<b>Imaginative Response and Reflection</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	ES12-1, ES12-2, ES12-3, ES12-4	ES12-2, ES12-4, ES12-5	ES12-2, ES12-3, ES12-4, E12-5	
Knowledge and understanding of complex, texts and of how and why they are valued	20	15	15	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	20	15	15	<b>50</b>
<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: English Standard

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Texts and Human Experiences</b>	<b>Close Study of Literature</b>	<b>Craft of Writing</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	EN12-1, EN12-6, EN12-7, EN12-8,	EN12-1, EN12-2, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-9	All outcomes may be assessed	
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	<b>50</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: English Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Texts and Human Experiences	Digital Worlds English and the Web	Part of a Family English and Family Life	MiTunes English and the Language of Songs	
Due Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 2	
Outcomes	ES12-2, ES12-5, ES12-8, ES12-9	ES12-3, ES12-4, ES12-6, ES12-7	ES12-1, ES12-4, ES12-7, E12-9	ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10	
Knowledge and understanding of course content	10	10	10	20	50
Skills in Comprehending Texts, Communicating Ideas, Using language accurately, appropriately and effectively	10	10	10	20	50
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Exploring Early Childhood

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	<b>In Class Multimedia Presentation</b>	<b>Literature Portfolio</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	1.4, 2.1, 2.2, 2.4, 6.1	1.2, 1.3, 1.4. 4.1	1.3, 1.4, 1.5, 6.1, 6.2	
Knowledge and understanding of course content	20	20	10	<b>50</b>
Skills	15	15	20	<b>50</b>
<b>Total</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Industrial Technology Multimedia

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Portfolio Template and Layout	Portfolio Development 6 Minute Video	Trial HSC Examination	
Due Date	Term 1 Week 2	Term 2 Week 9	Term 3 Weeks 3-5	
Outcomes	H1.1, H1.2, H4.3, H5.1	H5.2, H6.1, H6.2	H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2 H5.1, H6.1, 6.2	
Knowledge and Understanding of Course Content	20	10	20	50
Knowledge and skills in the design, management, communication and production of a major project	20	20	10	50
<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Industrial Technology Timber

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	<b>Portfolio Template and Layout</b>	<b>Portfolio Development 6 Minute Video</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 1 Week 2</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	H1.1, H1.2, H4.3, H5.1	H5.2, H6.1, H6.2	H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2 H5.1, H6.1, 6.2	
Knowledge and Understanding of Course Content	20	10	20	50
Knowledge and skills in the design, management, communication and production of a major project	20	20	10	50
<b>Total</b>	<b>40</b>	<b>30</b>	<b>50</b>	<b>100</b>



# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Schedule

Course: Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Family Law Research</b>	<b>Crime Research and Test</b>	<b>Human Rights Research and Test</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 7</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	H1, H4, H6, H7, H8, H9	H1, H3, H4, H6, H7, H9, H10	H1, H2, H3, H4, H5, H8, H9, H10	H1, H2, H3, H4, H5, H7, H8, H9	
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Analysis and evaluation	5	5	5	5	<b>20</b>
Inquiry and research	10		5	5	<b>20</b>
Communication of legal information, ideas and issues in appropriate forms		10	5	5	<b>20</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Marine Studies

Component	Task 1	Task 2	Weighting
<b>Task Type</b>	<b>Written Examination and Practical</b>	<b>Personal Interest Project</b>	
<b>Due Date</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	
Outcomes	1.1, 1.2, 1.4, 2.1, 5.2	1.1, 1.3, 2.1, 2.3, 3.2, 3.3, 3.4	
Knowledge and understanding of course content	20	30	50
Knowledge and skills in the design and development of software solutions	10	40	50
<b>Total</b>	30	70	100

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>In Class Topic Test</b>	<b>In Class Task Learning Log Assisted Task</b>	<b>In Class Task Question Assisted Task</b>	<b>HSC Trial Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	MA12.2, MA12.4,	MA12.1, MA12.5, MA12.9, MA12.10	MA12.3, MA12.6, MA12.7, MA12.9, MA12.10	All outcomes are assessed	
Understanding, Fluency and Communicating	5	15	15	15	<b>50</b>
Problem Solving, Reasoning and Justification	5	15	15	15	<b>50</b>
<b>Total</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Weighting
Task Type	In Class Task Question Assisted Task	In Class Task Learning Log Assisted Task	HSC Trial Examination	
Due Date	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 3-5	
Outcomes	ME12.1, ME12.6, ME12.7	ME12.2, ME12.3, ME12.6, ME12.7	All outcomes	
Understanding, Fluency and Communicating	15	20	15	50
Problem Solving, Reasoning and Justification	15	20	15	50
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Mathematics Extension 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	In Class Topic Test	Learning Log Assisted Task	In Class Task Question Assisted	Trial HSC Examination	
Due Date	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 3-5	
Outcomes	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction	MEX-V1 Further Work with Vectors MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers	All Topics completed to date	All Topics completed to date	
Understanding, Fluency and Communicating	5	15	15	15	50
Problem Solving, Reasoning and Justification	5	15	15	15	50
<b>Total</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Mathematics Standard 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>In Class Topic Test Learning Log Assisted</b>	<b>Investigation Style Assignment</b>	<b>In Class task Question Assisted</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	N1, MS1-12-8, MS1-12-9, MS1-12-10, MALS6.6, MALS6-13, MALS6-14, F3	MS1-12-5, MS1-12-9, MS1-12-10, MALS6-6, MALS6-13, MALS6-14	Networks and Paths Scale Drawings Investment Depreciation & Loans Statistical Investigation, Simultaneous Linear Equations Right Angled Triangles	All outcomes	
Understanding, Fluency and Communicating	12.5	12.5	15	15	<b>50</b>
Problem solving, Reasoning and Justification	12.5	12.5	15	15	<b>50</b>
<b>Total</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Mathematics Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>In Class Topic Test Learning Log Assisted</b>	<b>Investigation Style</b>	<b>In Class task Question Assisted</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	N2.1, N2.2, MS2-12-8, MS2-12-9, MS2-12-10 MS-F3	F4.2, MS2-12-5, MS2-12-9, MS2-12-10	All Year 11 topics Introduction to Networks Ratio and Rates Investment and Depreciation on Loans Non Right-Angle Trigonometry Simultaneous Linear Equations Bivariate Data Analysis	All outcomes	
Understanding, Fluency and Communicating	12.5	7.5	15	15	50
Problem Solving, Reasoning and Justification	12.5	7.5	15	15	50
<b>Total</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

## Year 12 2021 Assessment Program

### Course: Modern History

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Source Analysis In-Class Test</b>	<b>Oral Presentation</b>	<b>Research and In-Class Test</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 7</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
<b>Outcomes</b>	MH12-2, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-2, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-6, MH12-9	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	<b>20</b>
Historical inquiry and research		5	10	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Music 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Performance and Viva Voce</b>	<b>Composition Portfolio and Aural Analysis</b>	<b>Elective presentation or submission for Topics 1 and 2</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 7</b>	<b>Term 1 Week 6</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	H1, H2, H4, H5, H6	H2, H3, H5, H6, H7, H8	H1-H8	H1-H8	
Performance	10				<b>10</b>
Composition		10			<b>10</b>
Musicology	10				<b>10</b>
Aural		10		15	<b>25</b>
Electives			30	15	<b>45</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

## Year 12 2021 Assessment Program

### Course: Personal Development, Health and Physical Education

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Research Task</b>	<b>In Class Task</b>	<b>Improving Performance Program</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H11, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1-H5, H7-H11, H14-H17	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analyse and communicating	15	15	10	20	<b>60</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

## Year 12 2021 Assessment Program

### Course: Physics

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Data Analysis	Research	Depth Study	Trial HSC Examination	
Due Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3-5	
Outcomes	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and understanding of course content	5	5	5	25	40
Skills in working scientifically	15	15	25	5	60
Total	20	20	30	30	100

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Society and Culture

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Media File and Essay</b>	<b>Oral Presentation and Viva Voce</b>	<b>Research and In Class Test</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 6</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	H2, H3, H4, H5, H6, H7, H8, H10	H1, H6, H7, H8, H9, H10	H1, H3, H4, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H10	
Knowledge and understanding of course content	10	5	15	20	<b>50</b>
Application and evaluation of social and cultural research methods	10	10	5	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Software Design and Development

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Software Solution Case Study	Project	Trial HSC Examination	
Due Date	Term 1 Week 5	Term 3 Week 3	Term 3 Weeks 3-5	
Outcomes	H1.1, H2.2, H5.1, H5.2	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	
Knowledge and understanding of course content	10	20	20	50
Knowledge and skills in the design and development of software solutions	20	20	10	50
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Sport, Lifestyle and Recreation

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Practical Task	In Class Test	Practical Task	
Due Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	
Outcomes	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.4, 2.4, 3.7, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	
Knowledge and Understanding	15	20	15	50
Skills	20	10	20	50
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Studies in Catholic Thought

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Multi-Modal Presentation	Research	Trial HSC Examination	
Due Date	Term 4 Week 8	Term 2 Week 3	Term 3 Weeks 3-5	
Outcomes	SCT12.1, 12.2, 12.5, 12.7, 12.10	SCT12.1, 12.2, 12.4-6, 12.8-10	12.1, 12.2, 12.4-6, 12.9-10	
Knowledge and understanding of course content	10	10	20	40
Religious Skills		10	10	20
Inquiry and Research Skills	10	10		20
Communication of religious information, ideas and issues in appropriate forms	10	10		20
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Studies of Religion 1

Components	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	<b>Source Analysis</b>	<b>Research</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	H1, H6, H7, H8, H9	H1, H2, H6, H8	H3, H4, H5, H6, H7, H8, H9	
Knowledge and understanding of course content	20	10	10	<b>40</b>
Source-based skills	10		10	<b>20</b>
Investigation and research		20		<b>20</b>
Communication of information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Studies of Religion 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Source Analysis and Report</b>	<b>Investigation and Research</b>	<b>Essay</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Weeks 8</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H6, H7, H8, H9	
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Source-based skills	10			10	<b>20</b>
Investigation and research		15	5		<b>20</b>
Communication of information, ideas and issues in appropriate forms	5	5	10		<b>20</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

Year 12 2021 Assessment Program

Course: Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Essay Written Research Task</b>	<b>Development of the Body of Work</b>	<b>Resolving the Body of Work</b>	<b>Trial HSC Examination</b>	
<b>Due Date</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 5</b>	<b>Term 3 Week 2</b>	<b>Term 3 Weeks 3-5</b>	
Outcomes	H7, H8	H1, H3, H4, H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Art Making		10	40		<b>50</b>
Art Criticism and Art History	10	10		30	<b>50</b>
<b>Total</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>

# St Mary's Catholic College, Gateshead

## Year 12 2021 Assessment Program

### Course: VET Construction

Term	Theme	Code	Unit of Competency	Assessment	Completion Date
Term 4 2020	Basic Measurements and Calculations – Carpentry, Tools and Equipment	CPCCCM1015A	Carry out measurements and calculations	Event 6: Garden Seat	Term 4 Week 5
		CPCCCA2002B	Use carpentry tools and equipment		Term 4 Week 9
Term 1 2021	Carpentry, Tools and Equipment	CPCCCA2002B	Use carpentry tools and equipment	Event 6: Garden Seat	Term 1 Week 5
	<b>WORK PLACEMENT (35 HOURS)</b>				
	Working Effectively and Sustainably	CPCCCM1012A	Work effectively and sustainably in the construction industry	Event 7: Sustainable	
Term 2 2021	Working Effectively and Sustainably	CPCCCM1012A	Work effectively and sustainably in the construction industry	Event 7: Sustainable	Term 2 Week 2
		CPCCB2001A	Handle and prepare bricklaying and block laying materials	Event 8: Brick and Block	Term 2 Week 8
	Brick and Block Laying Materials and Equipment	CPCCB2002A	Use bricklaying and block laying tools and equipment	Event 8: Brick and Block	Term 2 Week 10
		CPCCCM2004A	Handle construction materials	Event 8: Brick and Block	
Term 3 2021	Concreting	CPCCCM2004A	Handle construction materials	Event 9: Concreting	Term 3 Week 2
		CPCCO2013A	Carry out concreting to simple forms	Event 9: Concreting	Term 3 Week 10

# ST MARY'S CATHOLIC COLLEGE

## 2020-2021 ASSESSMENT SCHEDULE Term 4 2020

Term 4 2020

Week	Date W/C	Monday	Tuesday	Wednesday	Thursday	Friday
1	12/10					
2	19/10					
3	26/10					
4	2/11					
5	9/11					
6	16/11					
7	23/11			<b>Music Task 1</b> Perf & Viva (C)  <b>Modern History T1</b> Test (C)	<b>Legal Studies T1</b> Research (S)	
8	30/11	<b>SOR 1 Unit Task 1</b> (S)  <b>SOR 2 Unit Task 1</b> (S)	<b>Society &amp; Culture</b> Task 1 Media File & Essay (S)  <b>Maths Advanced</b> <b>Maths Standard 1</b> <b>Maths Standard 2</b> Topic Test (C)	<b>Visual Arts Task 1</b> Research Essay (S)  <b>Mathematics Ext 1</b> (C)  <b>Earth &amp; Enviro</b> Task 1 (S)	<b>EEC Task 1</b> (C)  <b>Business Studies Task 1</b> (C)  <b>Physics Task 1</b> Data Analysis (S)	<b>Assessment Block</b>  <b>SICT Task1</b> Presentation Gallery 101  <b>Drama Task 1</b> Performance 1 Hour Room 116  <b>Ancient History T1</b> MP4 File (S)  <b>English Extension 1 T1</b>  <b>Mathematics Ext2</b> Task 1 Test
9	7/12	<b>Assessment Block</b>  <b>English Studies</b> <b>English Standard</b> <b>English Advanced Task 1</b> Written Response 1 Hour	<b>Assessment Block</b>  <b>CAFS Task 1</b> IRP Due + Written Response 90 minutes  <b>Biology Task 1</b> Test	<b>Assessment Block</b>  <b>Chemistry Task 1</b> Practical  <b>PDHPE Task 1</b> Extended Response 1Hr15min	<b>No Students</b>	<b>No Students</b>
10	11/12	<b>No Students</b>	<b>No Students</b>	<b>No Students</b>	<b>No Students</b>	<b>Last Day for Staff</b>

**Notes:**

- Week 8 Friday 4<sup>th</sup> December until Week 9 Wednesday 9<sup>th</sup> December – Year 11 Assessment Block.
- Student ONLY attend as needed.
- Separate Assessment timetable will be issued to students for these 4 days.

(C) = In Class Task (S) = Submission Task





**ST MARY'S**  
CATHOLIC COLLEGE  
GATESHEAD