Assessment Handbook
FOCUSED

norWEST
CHRISTIAN COLLEGE
STRENGTH OF PURPOSE
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Assessment at Norwest

The College has high expectations of all its students and strongly encourages every student to apply their best effort to all learning tasks, including assessment. At Norwest, assessments are designed and managed to enable students to both maximise their potential learning and demonstrate the knowledge, understanding, and skills they have achieved.

Students are encouraged to take responsibility for their own learning, monitoring their own progress, and using a range of strategies to achieve their learning goals.

This Assessment Handbook provides students and parents with the details of the planned assessment of learning for each course throughout the academic year. You will find details of the outcomes for each course, the core components of each course and the planned assessments of learning throughout the year with their specific weightings.

To assist students and parents to monitor and plan, Stage Semester Assessment Calendars are published on the Secondary Students Tile located on the NWCC Student page of the website (www.norwest.nsw.edu.au) and by clicking on the student profile in Edumate.

The College's Assessment Policy is available to parents and students on the College website (www.norwest.nsw.edu.au) by clicking on the NWCC Parents Page and then the College Policies tile.

Each course at Norwest operates under the Board of Studies, Teaching and Educational Standards (BOSTES) requirements and all aspects of planning, programming, assessing, and reporting are monitored by the Coordinator for that KLA (Key Learning Area) and by the Director of Learning Innovation (DLI). Parents and students should direct any enquiries about the structure of the following assessment schedules to these staff members.

Structure of Focused Courses

Students completing a “Focused Course” complete the Preliminary Course in Terms 4 (2016) and 1 (2017), and after the satisfactory completion of that course will proceed to their HSC course in Terms 2 and 3.

For some courses – involving submission of practical tasks in Term 3 – work on these tasks may begin concurrently with the Preliminary course in Term 1.

If you leave school before completing your HSC you will receive a Record of School Achievement (please see page 8 for details). Most students at Norwest will be aiming for a Higher School Certificate. The information below about Assessment procedures applies to both Preliminary and HSC courses – unless otherwise specified.

NSW BOSTES Advice on Assessment in Stage 6

Norwest's Assessment Policies complies with the BOSTES requirements as outlined in the BOSTES Assessment Certification and Examination web page (http://ace.bos.nsw.edu.au).

Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.
In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

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

**Reporting achievement at the HSC**

The Higher School Certificate credentials received by students are used by BOSTES to report both the internal and external measures of achievement. Higher School Certificate results comprise:

- an assessment mark derived from the mark submitted by the school and produced in accordance with BOSTES's requirements for the internal assessment program
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the assessment mark and the examination mark
- a performance band, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

BOSTES uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the BOSTES's Assessment Resource Centre website.

**The Higher School Certificate**

BOSTES requires that all schools provide assessment marks for each student in each subject. These marks comprise half the final result for that student in the HSC. The final assessment mark will come from the HSC year only, beginning on Monday, Week 4, Term 4 2016 after the completion of the Preliminary Course.

To enable statewide comparison and fairness, each school's assessment marks are moderated against their examination results. The school's rank order and relative differences between students are not changed. The moderated assessment mark only appears on the HSC result notice. For this reason it should be noted that the school is not able to inform students of the raw assessment mark that is sent to BOSTES. This is BOSTES's directive.

For BOSTES Endorsed Courses, an internal assessment mark out of 100 will be generated at the school level. This mark will be determined from a range of Tasks suited to the purpose. This mark is then given to BOSTES for inclusion in the HSC. The mark is not moderated, nor is it used in any calculation of the ATAR.

**Satisfactory Completion of a course and N Determinations**

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by BOSTES
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-completion' determination. An 'N' determination for a course may make a student ineligible for the HSC.
Where it is determined for any of the above reasons that an N-determination warning is necessary
a) the student will be asked for an interview with the Assessment Review Committee
b) a letter will be sent home requesting parental acknowledgement of the warning and of the conditions by which a student may demonstrate that they do not deserve an N-determination

Student access to BOSTES information
All students can access all general syllabus and examination information via the BOSTES website (www.boardofstudies.nsw.edu.au). Personal information can be found at studentsonline.bos.nsw.edu.au using the pin number issued at the end of Stage 5.

Norwest Assessment Procedures

Clear Communication
Students and their parents are encouraged to clearly communicate with mentors, subject teachers and where necessary members of the Assessment Review Committee (Head of Secondary Years (HSY), Director of Learning Innovation (DLI) and Stage 6 Coordinator) if there are any issues likely to impact a student’s ability to complete the course satisfactorily.

Notification and Timing
Students are issued with a booklet and assessment calendar summarising the assessment requirements at the beginning of the Preliminary and HSC Course. Both the booklet and calendar are available on the College website. The College endeavours to avoid having more than one hand-in task and one in-class task per day. However, this cannot always be avoided, and it will not be grounds for appeal that any student has more than one of each on any day, or has several successive days of Assessments, provided that due notice has been given of each.

At least two weeks before the Task is due, written notification will be given to the students of the Task, with details of the outcomes to be assessed, the weighting of the Task, the marking criteria and any other special arrangements. Assessments which are part of examination periods will be notified by exam timetables and teacher devised revision sheets.

Students should acknowledge receipt and understanding of the task by signing the teachers’ list of students.

Where a teacher feels that through exceptional circumstances (eg prolonged unexpected absence of the teacher) the class is unprepared for an assessment task a request to extend must be made to the DLI. The Head of Secondary Years (HSY) and Stage 6 Coordinator will be consulted before changes are agreed upon to ensure equity for the whole grade. Changes to dates will be clearly communicated to parents and students as soon as this change is approved.

Types of tasks
- In-class tasks – will require students to prepare for the task both at home and in the previous lessons and it will be completed in the course of a normal lesson. These may include – tests, writing tasks, practicals, performances, speeches or presentations.
- Hand-in tasks – will require students to complete a task by a due date and submit it to their teacher. Generally some work on these tasks will also be completed at school and drafts may be required to be submitted. These may include – research assignments, personal design/representation tasks.
- Some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and assessed individually.

Preparation
As we consider assessment to be for and as learning as well as of learning, teachers will endeavour to assist students to prepare adequately and meet deadlines by professional management of the assessment cycle, including timely notification, scaffolding tasks where appropriate, mandating drafts, and giving timely feedback.

Importance of feedback
- Feedback is essential for effective student learning;
- Students are encouraged to submit draft assessments for feedback prior to the completion of the final task. Teachers are expected to provide feedback where drafts are submitted no later than four school days prior to the task due date. Teachers may accept assignments after this date at their own discretion;
- Teachers are not to rewrite students’ work or to correct to perfection – but simply to give constructive, timely feedback;
- The timely return of drafts is important however, teachers should make their own parameters around submission and feedback on drafts clear to their students. It is not the College's expectation that teachers are always available online;
- Teachers will allocate sufficient time in lessons to return tasks and provide whole-class feedback, as well as opportunities for students to discuss their achievement with the teacher;
- Students should seek timely feedback on their work as soon as possible after task completion or submission to assist them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work.
Submission of Tasks

Submission and Security
Stage 6 Tasks are to be submitted to the LRC by 8.40am on the due date unless otherwise specified on the notification. Students will be issued with a dated receipt.

Where a task is an in-class task, students' names will be checked. The expectation – no matter what the type of task – is that all students in the course will be ready on the due date.

Electronic Provisions
Where a teacher has requested electronic submission, the College's electronic submission procedures must be followed.

Computer use
In all cases of tasks completed at home on the computer responsible use of technology is recommended. Students are required to keep back-up copies of their tasks to be produced on request.

Please note: Loss of Task (either electronic or otherwise) or inability to print will not be accepted as a valid reason for late submission.

Malpractice
All Stage 6 students have completed the BOSTES mandated ‘All My Own Work' course and will therefore be assumed to understand the seriousness and consequences of malpractice. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others or leads to an unfair appraisal of their achievement. Malpractice during tests or examinations is:

- Breaching test/examination rules.
- Acquiring unauthorised copies of the test before the test time/date.
- Copying the work of others.
- Taking unauthorised material into the test and/or using it during the test.
- Assisting another student to engage in malpractice is also a form of malpractice.
- Plagiarism is another form of malpractice

Plagiarism
Plagiarism can be identified as:

- Copying, buying, downloading, stealing or borrowing someone else’s work in part or in whole, and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Paying someone with money or in kind to write or prepare material that is associated with a task, such as process diaries, logs and journal.
- Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Consequences of Malpractice
In all cases of suspected malpractice confidentiality will be maintained and the principles of procedural fairness will be observed at all times:

If a student is found have committed malpractice of any type they may receive a “0” for their assessment tasks and be awarded an afterschool service. This decision will be made by the supervising teacher in consultation with the Assessment Review Panel (which consists of Director of Innovation, Head of Secondary Years and Stage 6 Coordinator).

The College is obliged to record any instances of malpractice in an HSC course on the BOSTES Malpractice Register.

Extensions or Permitted Late Submission of a Task
The late submission or completion of assessment tasks is a serious issue, as without legitimate cause it impacts the fair and equitable administration of the task.

- If a student knows beforehand that they will be absent, the College should be contacted by the parent and the teacher and Stage Coordinator informed. It is best to arrange for the student to sit or submit the task early;
- Extension requests for the submission of assessment tasks must be made to the teacher using the Extension Request form as soon as practicable (generally more than 48 hours) and will only be granted, in consultation with the DLI, in exceptional circumstances. These requests must be made prior to the due date of the administration of the task;
- Parents should submit the appropriate form to the teacher. Teachers note receipt of the form and new time on Edumate and forward to DLI for approval and storage;
- If a student becomes ill during an in-class assessment the DLI will decide whether an estimate or a substitute task will be given.
Special Permission for individual study day absence

Absence the day before a task should be discouraged as it may give a student an unfair advantage. Students who are absent the day before an assessment task must provide a Doctor's certificate. Generally students will be discouraged from missing Focused subject classes.

In Stage 6 students who feel they need to take the day off before a task will complete the Permitted Absence form and submit to the DLI. If no request is received, students who are absent on the day before a task may have 25% of their mark deducted.

In Term 3, HSC students who have practical task submission deadlines to meet, should use the Illness/Misadventure/Extension form and meet with the DLI to determine strategies to cope with the workload.

Late or Non-Submission of a Task due to Illness or Misadventure

In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date by reason of illness or misadventure the following procedures should be followed, in consultation with the DLI as required:

- Illness/Misadventure form must be completed by parents and submitted to the teacher. Form must be approved/filed by DLI;
- A medical certificate will be required to verify any absence due to illness.
- Misadventure (events outside the control of students) will be approved at the discretion of the DLI;
- The teacher will record a note of the incident in Edumate noting the submission of the form and the revised date;
- The teacher will then administer the task and attempt to ensure that the student receives no advantage – where the teacher perceives that the student has received an advantage they must consult the DLI.

Follow up of Missed tasks

If a student has missed a task, for whatever reason, they are responsible, in partnership with their teacher, to ensure that they take the task at the first opportunity (usually on the day of their return).

- Late hand-in tasks should be submitted at the LRC – and will be date stamped;
- In-class, group or practical tasks will be managed by the teacher – but full cooperation is expected from the student;
- In examination periods, missed papers will be managed by the HSY with support from Learning Support staff and the LRC Manager.

Non-Submission without Illness/Misadventure or Revised Date Missed

In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date but illness or misadventure is not proven, or in the event of a revised date being missed the following procedures will be followed:

- The teacher will inform the student and parent (email/phone) that their assessment task is late and will incur a penalty. (If a revised date has been missed the Stage Coordinator and DLI must also be informed);
- The teacher will record a note of the incident in Edumate, assign a revised date or task and inform the DLI;
- The teacher will mark the assessment task upon submission/completion;
- The student will be notified of their original mark and revised mark (see table below);

<table>
<thead>
<tr>
<th>Number of days late (includes weekends)</th>
<th>Percentage of original mark credited to the student</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
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<tr>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
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</tbody>
</table>

Apart from exceptional circumstances, students will be required to submit/complete all assessment tasks even if they will receive a revised mark of zero;

Total Non-Submission/Non-Completion of Task

In the event a task is not submitted or completed at all after the process outlined above (including Extensions and Illness/Misadventure provisions):

- Such students are at risk of a ‘N’ Determination (see below). The teacher will ensure the Stage 6 Coordinator, HSY and DLI are fully aware of the non-completion by the end of the same day
- The HSY or Stage 6 Coordinator will contact the parent and discuss the incident with parent/guardian and, with the DLI, interview the student, advising them of the problem to be corrected and alert them to the possible consequences of an ‘N’ determination;
- DLI will issue the parent/guardian with an ‘N’ Determination Warning letter (warnings are to be issued as soon as possible and as regularly as required);
- DLI will request from the parent/guardian and student written acknowledgement of the warning;
- If the first letter did not achieve its objective, DLI will issue a further warning letter; and retain copies of all relevant documentation on file.
- A mark of zero will apply for that task
**N Determinations**

- Students who have not complied with the course requirements and who have received at least two written warnings at the time of finalising grades may be regarded as not having satisfactorily completed the course and be formally assigned an ‘N’ determination by the Principal.
- This formal determination will not normally be made until the end of the course.
- An ‘N’ determination in one subject may mean a student does not complete all mandatory requirements and therefore may not be eligible to receive an HSC. They may receive a RoSA showing all grades awarded at the completion of the Preliminary course.

**Assessment Appeals**

If students believe they have grounds to dispute the appropriateness of a mark for a recently returned assessment Task, they must consult the Class Teacher immediately. The Class Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the Assessment Review Panel (which consists of DLI, HSY and Stage 6 Coordinator) will act appropriately on any findings.

**HSC Assessment Reviews**

After all HSC examinations have been completed, Students Online will provide you with your assessment rank order within each of your courses at the College. Your rank order is calculated from your assessment results in each of the courses you studied.

If you feel that your rank in any course is incorrect, you should contact the College as soon as possible. If necessary, you can apply to the College Principal for a review. There is no provision for a review of the actual marks awarded for assessment Tasks. Further details about reviews and appeals are on the assessment appeal form which can be obtained from the College.

If you are dissatisfied with the result of the College review of your course assessment rankings you can appeal to the BOSTES against the decision. The BOSTES then decides if the correct weightings were used, whether the College followed its own assessment program and that there were no clerical errors. If the appeal is upheld, BOSTES refers the matter back to the College for further review.

Any student can be given his/her ranking within the College in each course studied at any time. If a ranking given by the College differs significantly from the student's expectations, the student may seek a review in that course.

The way the marks/grades were awarded by the teacher for individual assessment task will NOT be part of the review. The review is an administrative check and does not involve the questioning of any teacher's professional judgement in any way.

A student must apply for an Assessment Review on the form supplied by the College, setting out the reason(s) for the review. The form must reach the College by the specified date.

The College will conduct reviews as soon as possible after the specified date.

In conducting a review, the College will check to see that:

a) the weightings used by the College were those specified by BOSTES in the subject guides.

b) The marks awarded were consistent with the College's Assessment Policy.

c) A computational error has not occurred.

The results of all reviews will be released simultaneously.

Each student will be informed about the procedures undertaken in the review and the final result of the review. Full and detailed reasons to support the College's decision will be given to the student seeking the review.

The review results are to be communicated directly to the student.

A student who is dissatisfied with the outcome of the College's review procedures may appeal to the BOSTES. Such an appeal is to be forwarded through the College Principal. BOSTES will NOT change the assessment marks but may request that the College amend its procedures and conduct a further review.

Under NO circumstances will an appeal be undertaken after the release of HSC results.
Record of School Achievement (RoSA)

What is the RoSA?
The RoSA is a cumulative credential showing Year 10 grades as well as any grades for Year 11 (Preliminary) courses completed. To qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the BOSTES's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or BOSTES; and
- completed Year 10.

Satisfactory Completion of Preliminary Courses
A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

What credentials will be issued?
The following documents (where applicable) may be issued by BOSTES to students when they leave school before completing Year 12:

- the Record of School Achievement.
- the Profile of Student Achievement.
- VET credentials.
- Literacy and Numeracy Test Reports.

The Record of School Achievement provides information on the student's performance throughout Stage 5. See ACE 4024 Record of School Achievement – procedures for further information.

The Profile of Student Achievement provides the details of the specific Life Skills syllabus outcomes achieved by students undertaking courses based on Life Skills outcomes and content at the time of the collection of grades for the Record of School Achievement. See ACE 4025 Profile of Student Achievement – procedures for Stage 5 for further information.

AQF VET qualifications are awarded to students who undertake VET courses as part of their Record of School Achievement program and achieve at least one unit of competency. See ACE 4026 VET credentials – procedures for further information.

Students leaving school who do not meet the Record of School Achievement requirements are issued by BOSTES with a printed Transcript of Study detailing completed courses and results.

An electronic transcript is available for download from the end of Year 10 detailing student results and current enrolments in courses not yet completed.

Students who intend to leave school before completing Year 12 are advised to sit for the Literacy and/or Numeracy tests and will receive a report on their performance in the tests. The report will show the student's mark and the level that has been achieved.

Communicating Your Intentions/ Registering for the ROSA
Before making a decision to leave school before your HSC, you should talk with the Careers Advisor, the Stage 6 Coordinator and the HSY about your proposed pathway.

If the decision is made to leave early then the school will need to register your eligibility for a ROSA and enter your name for the twice yearly Literacy and Numeracy tests.

The Australian Tertiary Admissions Rank

The Australian Tertiary Admissions Rank (ATAR) is automatically sent to all HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR. The ATAR will inform students of their relative positions within the overall ranking of all HSC candidates and will be the basis of admission to tertiary courses.
Calculating the ATAR for the HSC

The ATAR is a number (not a mark) that indicates a student's position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that the students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR. The ATAR is calculated by the universities and is released by the Universities Admissions Centre (UAC). To be eligible for an ATAR in 2015, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Eight units from Category A courses
- Two units of English
- Three BOSTES Developed courses of two units or greater
- Four subjects.

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- best two units of English and
- best eight units from the remaining units. No more than two units of Category B courses can be included.

The ATAR and HSC marks

ATAR calculation is a complex process that begins with scaling the raw HSC marks and ends with ranking students among entire cohorts.

Scaling is the first step in calculating the ATAR and scaled marks (not HSC marks) are used in the ATAR calculation. Scaling is necessary because HSC students take all kinds of different courses, and scaling allows courses to be compared fairly. The same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal. In the same way that an exchange rate can be used to compare currency in different countries, scaling can be used to compare marks in different courses.

It is not valid to compare the ATAR numbers with the BOSTES marks as recorded on the Higher School Certificate. BOSTES when calculating the marks for each course does not attempt to relate marks for different courses to a common scale. Therefore adding together the marks for different courses on the printed certificate is meaningless.

Focused Text Requirements

Drama
- Cosi
  - Louis Nowra – Currency Press
- Australian Women's Drama: Texts and Feminisms
  - Peta Tait and Elizabeth Schafter – Currency Press
- Plays of the 60s: Volume 2
- Brecht Collected Plays: 5
- Top Girls

Legal Studies
- Cambridge Legal Studies Preliminary 4th Edition
  - Milgate, Dally, Le Cornu, et all
- Cambridge Legal Studies HSC 4th Edition
  - Milgate, Le Cornu, Hawke et all

Physics
- In2Physics @ Preliminary student pack
  - Bosi, Fletcher, Khachan, O'Bryne, Stanger, Woodward
- In2Physics @ HSC complete student pack
  - Bosi, Fletcher, Khachan, O'Bryne, Stanger, Woodward

Studies of Religion II
- Cambridge Studies of Religion 2nd Edition
  - Christopher Hartney and Jonathan Noble
Preliminary Drama

Assessment Approach and requirements

Within the Preliminary Drama course making, performing and critically studying are taught in an integrated manner. Formal assessments may involve both group and individual performance or production tasks, and written responses.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
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<td></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 1</td>
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<tr>
<td></td>
<td></td>
<td>Week 8</td>
<td>Week 3</td>
<td>Week 6</td>
<td>Week 8</td>
<td>Week 10</td>
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<tr>
<td>Type of Task</td>
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<td>Chorus</td>
<td>Tutorial</td>
<td>Cosi Scripted Performance</td>
<td>Design Submission</td>
<td>End of Preliminary Examination</td>
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<td>Outcomes Assessed</td>
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<td>3.1, 3.2, 3.3</td>
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<td>3.1, 3.2, 3.3</td>
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<td>Making</td>
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<td>10</td>
<td>5</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>Performing</td>
<td>30%</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically Studying</td>
<td>40%</td>
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<td>10</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>10%</td>
<td>30%</td>
<td>25%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes:

1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
1.2 explores ideas and situations, expressing them imaginatively in dramatic form
1.3 demonstrates performance skills appropriate to a variety of styles and media
1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
2.1 understands the dynamics of actor-audience relationship
2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
Assessment Approach and requirements

Internal assessment will include group performance tasks, individual projects and written theory-based responses. The external HSC mark is comprised of 30% Group Performance, 30% Individual Project and 30% written paper based on the two chosen theory topics.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 2 Week 5</td>
<td>Term 2 Week 10</td>
<td>Term 3 Week 2</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Australian Theatre Exposition</td>
<td>Significant Plays Exposition</td>
<td>Individual Project Submission</td>
<td>Group Performance</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>3.1, 3.2, 3.3</td>
<td>3.1, 3.2, 3.3</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.1, 3.2, 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Project</td>
<td>30%</td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Performance</td>
<td>30%</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Theatre</td>
<td>20%</td>
<td>15</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant Plays of the 20th Century</td>
<td>20%</td>
<td>15</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes:

1.1 uses acting skills to adopt and sustain a variety of characters and roles
1.2 uses performance skills to interpret and perform scripted and other material
1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
1.4 collaborates effectively to produce a group-devised performance
1.5 demonstrates directorial skills
1.6 records refined group performance work in appropriate form
1.7 demonstrates skills in using the elements of production
2.1 demonstrates effective performance skills
2.2 uses dramatic and theatrical elements effectively to engage an audience
2.3 demonstrates directorial skills for theatre and other media
3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
Preliminary Legal Studies

Assessment Approach and requirements

Assessment types will reflect the course components and weightings prescribed by BOSTES in syllabus documentation.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 6</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Media File and Report</td>
<td>Research Task and In-class essay</td>
<td>Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>1, 8, 9</td>
<td>1, 2, 3, 5, 6, 8, 9</td>
<td>1-10</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>60%</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Research</td>
<td>20%</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes:

1. identifies and applies legal concepts and terminology
2. describes the key features of Australian and international law
3. describes the operation of domestic and international legal systems
4. discusses the effectiveness of the legal system in addressing issues
5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
6. explains the nature of the interrelationship between the legal system and society
7. evaluates the effectiveness of the law in achieving justice
8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
9. communicates legal information using well-structured responses
10. accounts for differing perspectives and interpretations of legal information and issues
Assessment Approach and requirements
Assessment types will reflect the course components and weightings prescribed by BOSTES in syllabus documentation.

### Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 2 Week 6</td>
<td>Term 2 Week 10</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td><strong>Type of Task</strong></td>
<td>Research Task and In-class Essay</td>
<td>Research Task and In-class Essay</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes Assessed</strong></td>
<td>1, 4, 7, 8, 9</td>
<td>1, 2, 3, 4, 7, 8, 9</td>
<td>1-10</td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>60%</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Research</td>
<td>20%</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>25%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

### HSC Course Outcomes

1. identifies and applies legal concepts and terminology
2. describes and explains key features of and the relationship between Australian and international law
3. analyses the operation of domestic and international legal systems
4. evaluates the effectiveness of the legal system in addressing issues
5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
6. assesses the nature of the interrelationship between the legal system and society
7. evaluates the effectiveness of the law in achieving justice
8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
9. communicates legal information using well-structured and logical arguments
10. analyses differing perspectives and interpretations of legal information and issues.
Preliminary Physics

Assessment Approach and requirements
This internal assessment mark for Preliminary Physics is based on the Preliminary course only. Assessment in this subject consists of practical activities, research assignments, open-ended investigations and the formal examination. In practical activities, will conduct first hand investigations where they are required to communicate information and understanding based on the investigation they carry out. Units of work studied included:

1. Moving About
2. The World Communicates
3. Electrical Energy in the Home
4. The Cosmic Engine

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 6</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Research and Demonstration Task</td>
<td>Practical Task</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>3, 4, 5, 6, 7, 13</td>
<td>2, 3, 7, 8, 11, 12, 13, 14, 15</td>
<td>All outcomes</td>
</tr>
<tr>
<td>Knowledge and Understanding</td>
<td></td>
<td>40%</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Skills in planning and conducting first-hand investigations, communication information and understanding based on these investigations</td>
<td></td>
<td>30%</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Skills in scientific thinking, problem-solving, communicating and conclusions</td>
<td></td>
<td>30%</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. outlines the historical development of major principles, concepts and ideas in physics
2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
3. assesses the impact of particular technological advances on understanding in physics
4. describes applications of physics which affect society or the environment
5. describes the scientific principles employed in particular areas of research in physics
6. describes the forces acting on an object which causes changes in its motion
7. describes the effects of energy transfers and energy transformations
8. explains wave motions in terms of energy sources and the oscillations produced
9. describes the relationship between force and potential energy in fields
10. describes theories and models in relation to the origins of matter and relates these to the forces involved
11. identifies and implements improvements to investigation plans
12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
13. identifies appropriate terminology and reporting styles to communicate information and understanding in physics
14. draws valid conclusions from gathered data and information
15. implements strategies to work effectively as an individual or as a member of a team
16. demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
Assessment Approach and requirements

The internal assessment mark for HSC Physics is based on the HSC course only. Assessment in this subject consists of practical tests, research assignments, open ended investigations and the formal examinations. In practical tests students will conduct first hand investigations where they are required to communicate information and understanding based on the investigation they carry out. Units of work studied are:

1. Space
2. Motors & Generators
3. From Ideas to Implementation
4. Option- Medical Physics

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 2 Week 5</td>
<td>Term 2 Week 10</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Projectile Motion Task</td>
<td>Open-Ended Investigation</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>6, 7, 9, 11, 12, 13, 14, 15</td>
<td>2, 9, 11, 12, 13, 14</td>
<td>All outcomes</td>
</tr>
</tbody>
</table>

- Knowledge and Understanding: 40% 10 10 20
- Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations: 30% 10 15 5
- Skills in scientific thinking, problem-solving, communicating and conclusions: 30% 15 10 5

Total: 100% 35% 35% 30%

HSC Course Outcomes

1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
2. analyses the ways in which models, theories and laws in physics have been tested and validated
3. assesses the impact of particular advances in physics on the development of technologies
4. assesses the impacts of applications of physics on society and the environment
5. identifies possible future directions of physics research
6. explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity
7. explains the effects of energy transfers and energy transformations
8. analyses wave interactions and explains the effects of those interactions
9. explains the effects of electric, magnetic and gravitational fields
10. describes the nature of electromagnetic radiation and matter in terms of the particles
11. justifies the appropriateness of a particular investigation plan
12. evaluates ways in which accuracy and reliability could be improved in investigations
13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
14. assesses the validity of conclusions from gathered data and information
15. explains why an investigation is best undertaken individually or by a team
16. justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science
Assessment Approach and requirements

Assessment types will reflect the course components and weightings prescribed by BOSTES in syllabus documentation.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2 Part A</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Task</td>
<td>Research and</td>
<td>Research and</td>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Essay</td>
<td></td>
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<tr>
<td>Outcomes Assessed</td>
<td>1, 2, 6, 8, 9</td>
<td>3, 4, 5, 6, 7, 8, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Understanding of course content</td>
<td>40%</td>
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<td>20</td>
</tr>
<tr>
<td>Source-based skills</td>
<td>20%</td>
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<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Investigation and research</td>
<td>20%</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes:

1. describes the characteristics of religion and belief systems
2. identifies the influence of religion and belief systems on individuals and society
3. investigates religious traditions and belief systems
4. examines significant aspects of religious traditions
5. describes the influence of religious traditions in the life of adherents
6. selects and uses relevant information about religion from a variety of sources
7. undertakes effective research about religion, making appropriate use of time and resources
8. uses appropriate terminology related to religion and belief systems
9. effectively communicates information, ideas and issues using appropriate written, oral and graphic forms
Assessment Approach and requirements
Assessment types will reflect the course components and weightings prescribed by BOSTES in syllabus documentation.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2 Part A</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 1</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Research and Presentation</td>
<td>Research and Essay</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>Knowledge &amp; Understanding of course content</td>
<td>Source-based skills</td>
<td>Investigation and research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1, 2, 6, 7, 8, 9</td>
<td>1, 2, 5, 6, 7, 8, 9</td>
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<td></td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. explains aspects of religion and belief systems
2. describes and analyses the influence of religion and belief systems on individuals and society
3. examines the influence and expression of religion and belief systems in Australia
4. describes and analyses how aspects of religious traditions are expressed by their adherents
5. evaluates the influence of religious traditions in the life of adherents
6. organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
7. conducts effective research about religion and evaluates the findings from the research
8. applies appropriate terminology and concepts related to religion and belief systems
9. coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms
Glossary of Key Assessment words as defined by the NSW BOSTES

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. Give and account of; narrate a series of events or transactions.</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them: draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, and employ in a particular situation</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgement of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertain/determine from given facts, figures or information</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Critically</td>
<td>(analyse/evaluate) Add a degree or level of accuracy; depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for/or against</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise and note/indicate as being distinct or different from; to note differences between</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgement based on criteria</td>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; Provide why and/or how</td>
</tr>
<tr>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration of action</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Recommended</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>

The following pages are sample copies of forms you may need throughout the HSC course.
All forms can be found on the College website.
Students are to use this form when they have been unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

1. Students must submit this signed form to the relevant teacher for approval as soon as practical.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by 9:00am on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

**Student Section** (Please fill out all details)

Student Name: ___________________________________ Teacher: ________________________________

Today’s Date: ________________________________ Task Name: ________________________________

Task Name: ___________________________________ Original due date: ______________________

Reason for late submission or requested extension (please supply a medical certificate if illness is relevant):

________________________________ __________________________________

This is a true and valid account:

Student signature ___________________________________ Date ______________________________

Parent/Guardian signature ___________________________________ Date ________________________

**Teacher Section** (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

Approved ☐ Declined ☐ Revised due date: ________________________________

Teacher signature ___________________________________ Date ______________________________

Director of Learning Innovation signature ___________________________________ Date ______________________________

**Student Receipt**

Student Name: ________________________________ Teacher: ________________________________

Task: ___________________________________ Revised due date: ________________________________

Director of Learning Innovation signature: __________ Date: ________________________________
Stage 6
Extension Form

Students are to use this form when they will be unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

1. Students must submit this signed form to the relevant teacher for approval at least 48 hours before the due date.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by 9:00am on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

**Student Section** (Please fill out all details)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date:</td>
<td>Task Name:</td>
</tr>
<tr>
<td>Task Name:</td>
<td>Original due date:</td>
</tr>
</tbody>
</table>

Reason for requested extension:

This is a true and valid account:

<table>
<thead>
<tr>
<th>Student signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Parent/Guardian signature</td>
<td>Date</td>
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</tbody>
</table>

**Teacher Section** (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

- Approved ☐ Declined ☐

<table>
<thead>
<tr>
<th>Teacher signature</th>
<th>Date</th>
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</table>

Director of Learning Innovation signature

**Student Receipt**

<table>
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<tr>
<th>Student Name:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Revised due date:</td>
</tr>
<tr>
<td>Director of Learning Innovation signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Stage 6
Permitted Absence

Students are to use this form when they intend to be absent from the College the day before an Assessment Task is due.

- Students must submit this signed form to the Director of Learning Innovation for approval at least 48 hours before the due date.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

**Student Section** (Please fill out all details)

Student Name: ___________________________ Teacher: ___________________________

Today's Date: ___________________________ Task Name: ___________________________

Task Name: ___________________________ Original due date: ______________________

Reason for permitted absence request: ____________________________________________

________________________________

This is a true and valid account:

Student signature ___________________________ Date ___________________________

Parent/Guardian signature ___________________________ Date ___________________________

**Teacher Section** (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

Approved ☐ Declined ☐ Revised due date: ___________________________

Teacher signature ___________________________ Date ___________________________

Director of Learning Innovation signature ___________________________ Date ___________________________

**Student Receipt**

Student Name: ___________________________ Teacher: ___________________________

Task: ___________________________ Revised due date: ___________________________

Director of Learning Innovation signature: ___________ Date: ___________________________
Assessment Task
Cover Sheet

To be completed by teacher/student

Student Name: ___________________________  Class: ___________________________
Teacher: ________________________________  Subject: ___________________________
Assignment Title: ________________________  Due Date: ________________________

To be completed by student

Student Statement of Submission

I declare that:
• there are _________ pages attached to this cover sheet.
• the assignment I am submitting for assessment is entirely my own original work.
• I have not copied or plagiarised any other person’s work.
• I have not submitted this assignment previously.
• no other person has previously submitted this assignment.
• where I have used material that is not my original work, I have reference to this in my bibliography.
• I have made, and have kept, a copy of this original assignment.

Student Signature: ___________________________  Date: ________________________

To be completed by student and signed LRC Manager

Date Submitted: ___________________________  Time Submitted: ______________________
I have checked the assignment and it contains _________ pages of information.
Signature: ___________________________  Date: ________________________

Student receipt – to be completed by student

Student Name: ___________________________  Class: ___________________________
Teacher: ________________________________  Subject: ___________________________
Assignment Title: ________________________  Due Date: ________________________

To be completed by student and signed LRC Manager

Date Submitted: ___________________________  Time Submitted: ______________________
No. Pages: ___________________________  Office Signature: ___________________________

The student named must keep this original receipt.
In the event of a dispute regarding submission this receipt is evidence that the stated assignment has been submitted.
## Stage 6
### Change of Subject Request

Prior to any change of subject, this form must be completed and returned to the Director of Learning Innovation. Parents or guardians must also authorise the change.

Student's name: ___________________________  
Year: Preliminary or HSC (Circle)

Date of request: ___________________________

<table>
<thead>
<tr>
<th>Current Subjects</th>
<th>Units</th>
<th>Keep</th>
<th>Drop</th>
<th>Enrol</th>
<th>Teacher approval</th>
<th>Reason for dropping subject or enrolment in subject</th>
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New Subject/s

Total amount of units with above changes: ____________  
Do you plan to study at university? Yes / No

Are you planning on receiving an ATAR? Yes / No

What is your proposed career path?

________________________________

Parent/Guardian approval

Date

Director of Learning Innovation approval

Date

Office use only

DLI

☐ Units checked

☐ Eligible for ATAR

☐ Notify relevant staff – including Student Services

Admin

☐ Update Edumate

☐ Print & distribute new student timetable

☐ Update BOS
Receipt of booklet
Focused Assessment Handbook

I acknowledge receipt of the booklet:

Stage 6 – Focused Assessment Handbook

**AND** I understand that I am required to be familiar with this booklet

Student's name: ________________________________________________________________

Signed: ____________________________________________________________

Student

_________ Date

Signed: ____________________________________________________________

Parent/Guardian

_________ Date

Please return this page to Student Services.

This page will be filed in individual Student Records as a legal document which verifies the receipt of the booklet.