



Established 1894

The
Armidale
School

Assessment Schedules HSC 2011

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Notes for students studying at either New England Girls’ School or PLC Armidale

1. New England Girls’ School and PLC Armidale HSC Assessment Policies are available from the respective school.
2. Students studying subjects at another school that have not been included in this booklet will receive their assessment Schedules from their respective class teacher. It is the responsibility of the student to ensure that they have a copy of the necessary document(s).

The Armidale School Assessment Policy for the HSC Course of the Higher School Certificate

This is an internal school document that contains general policies for the HSC course component of the New Higher School Certificate and draws on Board of Studies (BOS) advice contained in the ACE Manual and The Assessment Support Guide for the New HSC. It is a summary of the policy statement issued to staff.

Guidelines on assessment tasks

Assessment programmes for the HSC component of a Stage 6 course have the following features:

- Assessment is based on the syllabus objectives and outcomes and is an integral part of the teaching and learning process. Tasks clearly relate to the outcomes being assessed *and must cover all the outcomes* with the exception of values and attitudes.
- A variety of assessment tasks and contexts will be provided so that all students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks chosen will also allow for a full range of student achievement.
- At TAS, we avoid over-assessing by recognising that a single task can often provide information about more than one outcome. *It is likely that a typical course assessment schedule would contain 3 to 5 tasks including Mid Course and Trial HSC exams.*
- Assessment tasks will be sensitive to gender, disability, culture, background language, socio-economic status and geographical location.
- When designing a task, staff will make the requirements of the task as clear as possible in a language understandable by the students, which uses BOS terminology in a correct and consistent manner.
- Where a task is common to more than one class, the same staff member will issue the above information.
- Students should refer to the glossary of terms contained in this document and handed out with assessment schedules at the start of the HSC year.
- A marking scheme will be provided for each task. This may occur at the time that the task is given or as feedback when the marked task is returned.
- While values and attitudes are an integral part of learning, their attainment is not assessed *for HSC assessment purposes*. Staff may, however, wish to comment on this area through reports.

Guidelines on assessment schedules

Departments must produce assessment schedules for each HSC course.

These schedules must conform to the component and weighting requirements of the relevant syllabus.

Schedules must be issued to students prior to the commencement of assessment.

HSC course assessment is concerned with describing the student's achievement at the end of the course and assessment schedules will be weighted to reflect this, *although no task may comprise more than 40% of assessment*.

Assessment schedules will specify:

- The nature of tasks
- The relative importance (weighting)
- The approximate week when they will be held
- The outcomes being assessed
- *At least two weeks prior to each task*, students should receive written information of the exact date, duration, knowledge and skills outcomes being assessed and the criteria upon which they will be assessed. Marking scales may be supplied at this time at the department's discretion.
- It is the responsibility of students who are absent when task notices are issued to obtain the notice on return to school.
- The HoD committee monitors assessment tasks and no more than two tasks may fall due on the same day. The HoD committee will arbitrate in the case of disputes and may move tasks to less congested weeks provided appropriate notice is given.
- Students are entitled to feedback in the form of marks, grades, and/or comments. Where possible, students should be given the opportunity to check marking before results are recorded. Students may not be allowed to keep their responses to a task if it is used in other courses or subsequent years.
- If, after the completion of a task, it is found that the task design or the conduct of the task was faulty in some major way, the HoD will recommend changes to the published assessment schedule for that course that may include a substitute task or exclude the task and re-weight other tasks. The HoD committee must ratify these recommendations before the date of the next task in that course, and students must be issued with a revised schedule.
- Where a student undertakes a course provided by another school or institution, they will be assessed as per the policies of that institution. It is the responsibility of the provider to issue students with appropriate assessment advice including their policy and assessment schedules. Students studying at another school or institution will be assessed as part of the total enrolment for that class.

Responsibilities of students

Students in their HSC year are responsible for:

- Ensuring that they obtain and understand the school's assessment policies.
- Attempting or submitting each assessment task on the due date to the best of their ability.
- Ensuring that any concerns that they have about the marking or comments concerning assessment tasks are addressed on return of the task.
- Demonstrating through application and achievement, that they have met the requirements of each task and, ultimately, each course.
- Completing appropriate appeal procedures should they fail to meet task deadlines due to reasonable absence, illness or misadventure.
- Appeal procedures
- Students who fail to submit or attend a task on the advised date will receive a mark of zero for that task.
- The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal.
- These may include illness, misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange provided that the time lost does not prevent the student from completion of the course requirements.
- Appeals should be submitted on the School Appeals form to the Director of Studies (DoS) within 48 hours of the task or the student's return to school. The student and staff member concerned should complete the appeal before submitting it to the DoS.
- The school's Appeal Committee includes the DoS, HoD and student's teacher.
- If the Appeals Committee grants the appeal, they may suggest an extension, or an alternate date for the task, or a substitute task. If all of these are not feasible, then the Committee may advise the teacher to assess the student in accordance with the school's published policy on assessment of missed tasks.
- Should a student be guilty of malpractice in a task, the HoD will be advised immediately along with the student's tutor. In most cases, the HoD will rule on the matter and can award a mark of zero for the whole task or the section affected. In cases where the malpractice is disputed, the student may appeal the decision to the DoS for further consideration. The student should be awarded an appropriate grade or mark for their work until the appeal is heard.
- In all cases where a student does not meet the assessment requirements of the course by failing to submit or attend a task without adequate reason, the HoD will be informed (by pink slip) and in most cases a formal warning will be issued by the DoS. The student's tutor is required to contact parents and acquaint them with this breach of the student's responsibilities.

Awarding Grades, Marks and Rank Orders in the HSC course

- Grades of A to E need to be awarded *for each outcome* that appears on a semester report in all courses studied for the HSC component of the New Higher School Certificate. These grades are based on school-based assessment of the knowledge and skills outcomes described in each assessment schedule.
- A grade of 'N' may be awarded where an outcome has not been achieved through absence, incomplete work or poor effort. This would normally be accompanied by a formal 'N' warning from the school.
- The mark and rank order awarded in any course is a summative judgement of each student's overall achievement at that stage of the course. The mark should conform to BOS guidelines and would normally range between 50 and 100. The class average and number of students in the course will also be supplied.
- VET subjects do not provide marks until the Trial HSC.
- The determination of a mark is based on the student's achievements relative to the outcomes and assessment schedule and not on any pre-determined distribution of grades. Marks awarded should attempt to reflect the bands published to date for the HSC e.g. A student with an overall performance equal to an A (or band 6) receives a mark between 90 and 100.
- The mark used on the Trial Report reflects the student's performance in the Trial exams only and is not a summative mark for the course. Similarly, that rank order is based on the Trial exam only and may be different from the final rank order submitted to the Board of Studies.
- Students may be informed of their final rank order only in the HSC course.
- Accelerants in a HSC course are to be assessed and entered with the cohort of that course.
- Students in combined classes are to be assessed and reported as one cohort.
- Students who transfer into a course from another course or school before 30th June of that year will be assessed with the cohort using the school's missed task policy provided they have achieved the majority of tasks (over 50%) and outcomes of that course. Otherwise, the DoS should be consulted and the student's previous school may be asked to assist.
- N Determination: The BOS allows an N to be awarded in a course if the student has failed to meet one or more of the following criteria:
 - Followed the course
 - Applied themselves with diligence and sustained effort
 - Achieved some of the course outcomes
- Should any student be in danger of an N award, the school will give the student adequate notice to allow them to rectify the situation. At TAS, this takes the form of three warning letters and an interview with the student and parent(s) or guardian(s).
- A warning letter will be issued as soon as serious concerns become apparent that have not been addressed by normal academic counselling processes. It is assumed that the normal process of pink slip and referral to tutor, House Master (HoM) and HoD for counselling would have occurred before a letter would be issued. The exception to this may be a missed task of significant weight.
- Warning letters are only issued by the DoS using details supplied by the class teacher with the support of the HoD. A warning letter will involve the student's HoM, tutor and parents in discussions with the student and the DoS.

- At the conclusion of the HSC course, the school will supply the BOS with a mark for each course that the student has successfully completed. This mark is based on the published assessment program for each course studied by the student. Students are not given these marks as they will be moderated by the exam performance of the TAS cohort.
- From these marks, the BOS establishes a rank order for each TAS candidature and this is communicated to students via a ranking sheet issued after their last HSC exam.
- If students feel that any of their ranks are incorrect then they may appeal, in the first instance, to the school and then to the BOS following the procedure outline in the Instructions to Candidates.

Appendix: BOS Glossary of terms

Date of Review: October 2010

A Glossary of Key Words

To help develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas.

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



Year 12 HSC 2010/2011

Assessment Schedules

The Armidale School

Agriculture 2 Unit

HSC Assessment Tasks – 2010/2011

Outcomes Assessed	Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
			Term 1 Week 3	Term 1 Week 10	Term 2 Week 6	Term 3 Week 2	Term 3
			Plant Production	Animal Production	Farm Product Study	Elective	Trial HSC Exam
H1.1, H2.1	Plant Production	22.5	15				7.5
H1.1, H2.1	Animal Production	22.5		15			7.5
H3.1, H3.2, H3.3, H3.4	Farm Product Study	25			20		9
H4.1, H5.1	Elective	30				20	6
Total		100	15	15	20	20	30

**THE ARMIDALE SCHOOL SCIENCE DEPARTMENT
2 UNIT BIOLOGY**

HIGHER SCHOOL CERTIFICATE ASSESSMENT GRID – 2011

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weight
	Secondary sources investigation	Examination	Planning and performing a practical task	Performing and reporting a first-hand investigation		
	Term 1, Week 4	Term 2, Week 2	Term 2, Week 4	Term 3, Week 3	Term 3, Week 5	
	H1, H5, H12, H13, H14	H3, H4, H7, H9	H2, H3, H4, H11, H12	H2, H9, H11, H12, H13, H14	H3, H4, H6, H7, H8, H9, H10, H13, H14	
Knowledge and understanding of – * the history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current uses, research and development in biology; * cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution.	5	10		10	15	40
Skills in – * planning and conducting first-hand investigations; * gathering and processing first-hand data; * gathering and processing relevant information from secondary sources.	5		10	15		30
Skills in – * communicating information and understanding; * developing scientific thinking and problem-solving techniques; * working individually and in teams.	5	5		10	10	30
	15	15	10	35	25	100

The Armidale School

Business Studies

HSC Assessment Tasks – 2010/2011

Task Type	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 3	Term 1 Week 10	Term 2 Week 2	Term 2 Week 6	Term 3
		Business Management and Change	Marketing	Mid-course Exam	Financial Management or Employment Relations	Trial HSC Exam
		Outcomes: H3.1, H3.3, H5.3	Outcomes: H3-3, H4.1, H4.2, H5.1, H5.3	Outcomes: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2	Outcomes: H2.1, H3.3, H5.1, H5.3, H5.4	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H5.3, H5.4
Knowledge/ Understanding	40	5	5	10	10	10
Stimulus based skills	20			10		10
Inquiry and research	20	10	10			
Communication	20				10	10
Marks	100	15	15	20	20	30

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Chemistry

HSC Assessment Tasks – 2010/2011

Outcomes Assessed	Components (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	
		Term 1 Week 8	Term 2 Week 2	Term 2 Week 7	Term 3 Week 3	Term 3 Week 5	
		Practical Test	Mid-Course Exam	Practical Test	Oral Viva	Trial HSC Exam	
2, 3, 6, 10, 11, 12, 13, 14	9.2 Identification & Production of Materials	17.5%	7.5%		5%	5%	35%
1, 5, 6, 8, 10, 11, 12, 13, 14, 15	9.3 The Acid Environment		7.5%		5%	10%	22.5%
2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	9.4 Chemical Monitoring & Management			17.5%	5%	10%	32.5%
3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15	9.6 Elective					10%	10%
11,12, 13, 14	Prac 1	✓					
11,12, 13, 14	Prac 2			✓			
Total		17.5%	15%	17.5%	15%	35%	
		SIP 5% / SIT 5% / KU 7.5%	SIP 5% / SIT 5% / KU 5%	SIP 5% / SIT 5% / KU 7.5%	SIP 5% / SIT 6% / KU 4 %	SIP 10% / SIT 9% / KU 16%	SUP 30% / SIT30 % / KU 40%

KEY: **SIP** – Skills in Planning (30%)

SIT – Skills in Thinking (30%)

KU – Knowledge & Understanding (40%)

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Chinese

HSC Assessment Tasks – 2010/2011

Components	Outcomes	Weightings	Task1 In class	Task 1 In Class	Task 2 In Class (Mid-Year Exam)	Task 3 In Class	Task 4 Trial
			Term 4 Week6	Term 1 Week 6	Term 2 Week 6	Term 2 Week 8	Term 3 Week 5
Listening and Responding	3.1, 3.2, 3.3	20	2	4	5	4	5
Reading and Responding	1.1, 1.2, 1.3, 1.4, 3.1, 3.2						
Part A		40	5	5	10	10	10
Part B		15		2	5	3	5
Writing in Chinese	2.1, 2.2, 2.3	25		2	10	3	10
Marks		100	7	13	30	20	30

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Drama
HSC Assessment Tasks – 2010/2011

Outcomes Assessed (Syllabus)	Components (Syllabus)	Weighting (Syllabus)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			Term 1 Week 4	Term 1 Week 9	Term 2 Week 2	Term 2 Week 9	Term 3 Week 1	Term 3 Week 5/6
			Workshop Presentation (15) & Essay (5)	Workshop Presentation (15) & Essay (5)	Half Yearly Exams	Work in Progress Presentation (5) & Written (5)	IP & GP Final Performance	Trial HSC
H1.1 H1.2 H1.3 H1.4 H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4	Australian Drama and Theatre (Topic 1)	30	20		5			5
H1.1 H1.2 H1.3 H1.4 H1.7 H2.1 H2.2 H2.3 H3.1 H3.2 H3.3	Studies in Drama and Theatre (Topic 7)	30		20	5			5
H1.2 H1.3 H1.5 H1.7 H1.9 H2.1 H2.4 H2.5 H3.2 H3.3 H3.5	Individual Project	20				10	10	
H1.1 H1.2 H1.3 H1.4 H1.6 H.1.8 H1.9 H2.1 H2.2 H3.2 H3.3 H3.5	Group Performance	20				10	10	
Total			20	20	10	20	20	10

* The Individual Project will be marked three times before the Showcase evening. This will be in Week 6 of each term.

* The Group Performance will be marked twice before the Showcase evening. This will be in Week 2 of both Term 2 and Term 3.

The Armidale School
Earth & Environmental Science
HSC Assessment Tasks – 2010/2011

Outcomes Assessed	Components (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 4	Term 1 Week 7	Term 2 Week 2	Term 2 Week 7	Term 3 Week 4
		Independent Research Task (due)	Seen Practical Task	Mid-course exam	Unseen Practical task	Trial HSC
H12, H13, H14, H15	MODULE 9.1 EES Skills	30%	15% SIP 10% SIT 5%	10% SIT 10%		
H1, H2, H3, H4, H7	MODULE 9.2 Tectonic impacts	20%	5% KU 5%	5% SIP 5%	5% KU 5%	5% KU 2.5% SIT 2.5%
H4, H5, H6, H7, H8	MODULE 9.3 Environments through time	20%	10% KU 5% SIT 5%		5% KU 5%	5% KU 2.5% SIT 2.5%
H9, H10, H16	MODULE 9.4 Caring for the country	20%			5% KU 5%	5% KU 2.5% SIT 2.5%
H4, H5, H7, H8	MODULE 9.5 Option Topic	10%				10% KU 7.5% SIT 2.5%
	Weight/Task	30%	15%	15%	15%	25%

** Current affairs on: 1. Natural disasters, can be tectonic or climatic and/or 2. Man-made problems, can be any number of environmental issues.

SIP = Skills in Planning

SIT = Skills in Thinking

KU = Knowledge & Understanding

The Armidale School
Economics
HSC Assessment Tasks – 2010/2011

Task Type	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4 Week 7	Term 1 Week 9	Term 2 Week 2	Term 2 Week 9	Term 3 Week 5
		In-class test (objective response and short-answer questions)	Research and related in-class extended response: Global economy and Australia's Place in the Global Economy	Midyear exam	Research and related in-class extended response: Economic Issues and Economic Policies and Management	Trial Exam
		H3, H4, H9, H10, H12	H5, H6, H7, H9, H10, H12	H1, H2, H3, H4, H5, H6, H7, H8, H11	H1, H2, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H11
Knowledge and Understanding of Course Content	40	5	5	10	5	15
Stimulus Based Skills	20	5		5		10
Enquiry and Research	20		10		10	
Communication of Economic Information, Ideas and Issues in Appropriate Forms	20		5	5	5	5
Marks	100	10	20	20	20	30

The Armidale School

ESL English

HSC Assessment Tasks – 2010/2011

Task	Due Date(s)	Outcomes	Notes on Tasks	Course Content Weighting			Language Modes Weighting					Total
				AOS 50%	Module A 25%	Module B 25%	Listening 20%	Speaking 20%	Reading 20%	Writing 25%	Viewing Representing 15%	
Task 1	Term 4 Week 6	2, 4, 9, 13	AOS: Portfolio	10					5	5		10
Task 2	Term 1 Week 5	3, 9, 12, 13	AOS: Visual Representation + Oral	15				5			10	15
Task 3	Term 1 Week 10	5, 6, 8, 9, 12	Module A: Script writing of dialogue & student analysis of others' performance		15		5		5	5		15
Task 4	Term 2 Week 2	1, TBA	Mid-Course Exam: AOS + Module A + Listening	10	5		5			10		15
Task 5	Term 2 Week 8	4, 5, 7, 10, 11, 14	Module B: Interview & Brochure			20		15			5	20
Task 6	Term 3	1, TBA	Trial HSC Exams: AOS + Module A + Module B Listening	15	5	5	10		10	5		25
				50	25	25	20	20	20	25	15	100

The Armidale School

Standard English

HSC Assessment Tasks – 2010/2011

Task	Due Date(s)	Outcomes	Notes on Tasks	Course Content Weighting				Language Modes Weighting					Total	
				AOS 40%	Module A 20%	Module B 20%	Module C 20%	Listening 15%	Speaking 15%	Reading 25%	Writing 30%	Viewing Representing 15%		
Task 1	Term 1 Week 7	3, 4, 6	Module A: Speaking Task		15				15					15
Task 2	Term 2 Week 2	1, 2, 4, 13	AOS: Mid-Course Exam Reading & Listening	25				15		5	5			25
Task 3	Term 2 Week 6	5, 8, 9, 11, 12, 13	Module B: Essay			15				10	5			15
Task 4	Term 3 Week 2	4, 6, 7, 10	Module C: Viewing/Representing				15						15	15
Task 5	Term 3 Week 5	TBA	Trial Exams: Reading & Writing	15	5	5	5			10	20			30

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Advanced English HSC Assessment Tasks – 2010/2011

Task	Due Date(s)	Outcomes	Notes on Tasks	Course Content Weighting				Language Modes Weighting					Total
				AOS	Module A	Module B	Module C	Listening	Speaking	Reading	Writing	Viewing Representing	
				40%	20%	20%	20%	15%	15%	25%	30%	15%	100%
Task 1	Term 1 Week 7	1, 2, 2A, 4, 10	Module A: Viewing/Representing Task		15							15	15
Task 2	Term 2 Week 2	3, 4, 6, 11	AOS: Mid-Course Exam (Reading and Listening)	25				15		5	5		25
Task 3	Term 2 Week 6	3, 6, 7, 8, 12A, 13	Module B: Speech			15			15				15
Task 4	Term 3 Week 2	5, 9, 12	Module C: Essay				15			10	5		15
Task 5	Term 3 Week 5	TBA	Trial Exams: modelling HSC Exams	15	5	5	5			10	20		30

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English Extension 1

HSC Assessment Tasks – 2010/2011

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	TOTAL
		Term 1 Week 7-8	Term 2 Week 6	Term 3	
		Speech and Notes on Related Material	Creative Writing	Trial HSC Exams	
Speaking/Listening	10	10			10
Reading/Writing	30	10	10	10	30
Viewing/Representing	10		5	5	10
Outcomes		H1, H2, H4	H1, H3	H1, H2, H3	50

The Armidale School

French Continuers

HSC Assessment Tasks – 2010/2011

Components	Outcomes	Weighting	Task 1 In Class	Task 2 In Class	Task 3 Half-Yearly	Task 4 In Class	Task 5 Trial
			<i>Term 4 Week 6</i>	<i>Term1 Week 6</i>	<i>Term 2 Week 2</i>	<i>Term 2 Week 9</i>	<i>Term 3 Week 5</i>
Speaking	1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	20	8		6		6
Listening and Responding	3.1, 3.2	25		6	7	5	7
Reading and Responding	1.1, 1.2, 1.3, 1.4, 3.1, 3.2	40		6	12	10	12
Writing in French	2.1, 2.2, 2.3	15			5	5	5
Marks		100	8	12	30	20	30

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History Extension HSC Assessment Tasks – 2010/2011

Outcomes	Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	TOTAL
			Term 1 Week 8	Term 3	Term 3 Week 5/6	
			Mid Course Examination	Research Essay and Bibliography	Trial HSC Examination	
E1.1 E2.1 E2.3	Historiography	5	5			5
E1.1 E2.1 E2.2 E2.3	Project	40		40		40
E2.2 E2.3	Case Study and Historiography	5			5	5
Marks			5	40	5	50

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Japanese Beginners HSC Assessment Tasks – 2010/2011

Task	Due Date(s)	Task Description	Outcomes	Course Content Weighting				
				Listening	Reading	Speaking	Writing	Task Weighting
Task 1	Week 6 Term 4	Listening	1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6	10				20%
Task 2	Week 8 Term 1	Reading and Responding Writing	1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 3.1 3.2 3.3 3.4		15		5	20%
Task 3	Term 2 Week 6	Reading and Responding Writing	1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 3.1 3.2 3.3 3.4		10		10	10%
Task 4	Week 2 Term 3	Speaking and Listening	1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6	10		10		10%
Task 5	Week 5 Term 3	Trial Examination	1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 3.1 3.2 3.3 3.4	10	5	10	5	40%
Total				30	30	20	20	100

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Legal Studies

HSC Assessment Tasks – 2010/2011

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 4	Term 1 Week 9	Term 2 Week 2	Term 3 Week 3	Term 3
		Crime Case Study	Human Rights – Presentation of a Contemporary issue	Mid-Course Exam	Media File and related written task	Trial HSC Exams
		Crime	Human Rights	Human Rights Crime	Family and the Law	Section I: Crime and Human Rights Section II: Crime Section III: Family Indigenous Peoples
Knowledge and understanding of course content	60	5	5	5	5	40
Research	20	5	5	5	5	
Communication	20	5	5	5	5	
Marks		15	15	15	15	40
Outcomes		H1, H2, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, pH6, H7, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10

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General Mathematics HSC Assessment Tasks – 2010/11

Task	Date	Task Description	Outcomes Assessed	Weighting %
Task 1	Term 1 Week 6	Measurement & Data Analysis In Class Test (This will include a practical Measurement task)	H2 H3 H4 H5 H8 H11	Total = 15 % Knowledge & Skills: 5% Applications: 10%
Task 2	Term 2 Week 2	Mid-Course Exam	H2 – H11	Total = 25 % Knowledge & Skills: 10% Applications: 15%
Task 3	Term 2 Handed out: Week 5 Due: Week 8	Financial Maths Project	H2, H8, H11	Total = 25 % Knowledge & Skills: 10% Applications: 15%
Task 4	Term 3	Trial HSC Exam	H2 – H11	Total = 35 % Knowledge & Skills: 15% Applications: 20%
				Total = 100%

Notes:

- Up to 30% of the internal assessment in General Mathematics Stage 6 may be based on the Preliminary course.
- Knowledge and Skills 40%
- Applications 60%

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Mathematics

HSC Assessment Tasks – 2010/11

Task	Date	Task Description	Outcomes Assessed	Component	Weighting %
Task 1	Term 1 Week 5	Skills & Knowledge Test Coordinate Methods in Geometry Sequences & Series	H4 H5	A: 5% B: 5%	10 %
Task 2	Term 2 Week 2	Mid-Course Exam	P3 P4 P7 P8 H2 H4 H5 H6 H7 H9	A: 25% B: 5%	30 %
Task 3	Term 2 Handed out: Week 5 Due: Week 8	Application Task: Exponential & Logarithmic Functions	H1, H3, H4, H5, H6, H9	A: 15% B: 5%	20 %
Task 4	Term 3	Trial HSC Exam	H2 – H9	A: 35% B: 5%	40 %
				A: 80% B: 20%	Total = 100%

Notes:

- No more than 20% of the *Mathematics* assessment is to be based on the Preliminary course.
- Component A: This Component is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus.
- Component B: This component is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities

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Extension 1 Mathematics HSC Assessment Tasks – 2010/2011

Task	Date	Task Description	Outcomes Assessed	Components	Weighting %
Task 1	Term 1 Week 4	Skills & Knowledge Test Parametrics, Induction, Permutations & Combinations	PE3, HE2	A:10%	10%
Task 2	Term 2 Week 2	Mid year Examination All topics to date	PE2 – PE5, HE2, HE6	A: 25% B: 5%	30%
Task 3	Term 2 Handed out: Week 6 Due: Week 9	Applications of Calculus Project	HE1, HE3, HE5	A: 5% B:15%	20%
Task 4	Term 3 Week 4	HSC Trial Examination All topics to date	PE2 – PE5, HE2 - HE6	A: 30% B: 10%	40%
				A: 70% B: 30%	Total = 100%

Notes:

- School assessment for the *Mathematics Extension 1* HSC course can be based on the whole of the *Mathematics Extension 1* course (Preliminary and HSC courses).
- Component A: This Component is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus.
- Component B: This component is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities

The Armidale School
Metal & Engineering
HSC Assessment Tasks – 2010/2011

Task	Date	Task Description	Units Assessed		Weighting %
1	Week 8 Term 1	Practical Task 1	MEM13014A MEM14004A MEM15002A MEM15024A	MEM09002B MEM12023A MEM18001C	10%
2	Week 2 Term 2	Mid-Course Exam	MEM13014A MEM14004A MEM15002A MEM15024A	MEM09002B MEM12023A MEM18001C MEM18002B	25%
3	Week 2 Term 3	Practical Task 2	MEM13014A MEM14004A MEM15002A MEM15024A MEM09002B	MEM12023A MEM18001C MEM05005B MEM05004C MEM05012C	15%
4	Term 3	Trial HSC Exam	MEM13014A MEM14004A MEM15002A MEM15024A	MEM09002B MEM12023A MEM18001C MEM18002B	50%
Total					100%

The Armidale School
Modern History
HSC Assessment Tasks – 2010/2011

Component	Task One:	Task Two:	Task Three:	Task Four:	Task Five:	Weighting
	<i>World War 1 1914-1919: A Source-Based Study</i>	<i>National Study – Germany 1919-1939</i>	<i>Core Study: WWI & National Study</i>	<i>Conflict in Indochina 1954-1979</i>	<i>Complete Course</i>	
	Source Study	Research Task	Mid-Course Exams	Oral Presentation	Trial HSC Exam	
	Term 4, Week 7	Term 1, Week 7	Term 2, Week 2	Term 2, Week 7	Term 3	
	<i>H1.1, H1.2, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2</i>	<i>H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2</i>	<i>H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2</i>	<i>H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2</i>	<i>H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2</i>	
Oral Presentation				10%		10%
Research		15%		10%		25%
Source Analysis	20%	5%				25%
Examination/Test Items			10%		30%	40%
Marks	20%	20%	10%	20%	30%	100%

The Armidale School
Music Course 1
HSC Assessment Tasks – 2010/2011

Components (Syllabus)	Weighting (Syllabus)	Task 1 Term 4 Week 9	Task 2 Term 1 Week 6	Task 3 Term 2 Week 2	Task 4 Term 3 Trial HSC Exams
Outcomes		H2, H4, H5, H6, H8, H10, H11, below	H1, H2, H3, H5, H7, H8, , H9, H10, H11	H4, H5, H6, H10, H11, below	H1, H3, H4, H5, H6, H7, H9, H10, H11, below
Performance Core	10%		5% Performance (Music of the 20 th and 21 st Centuries)		5% Performance (Music for Film, TV, Radio & Multimedia)
Composition Core	10%		10% Composition, portfolio & CD (Music of the 20 th & 21 st Centuries)		
Musicology Core	10%	5% Research Task (An Instrument and its Repertoire)		5% Viva Voce (Music of the 20 th and 21 st Centuries)	
Aural Core	25%		5% Listening Exam (Music of the 20 th and 21 st Centuries)	5% Listening Exam (discussion of the use of concepts in relation to a variety of musical excerpts)	15% Listening Exam (discussion of the use of concepts in relation to a variety of musical excerpts)
Elective 1	15%	15% Performance, Composition or Musicology Task (An Instrument and its Repertoire)			
Elective 2	15%			15% Performance, Composition or Musicology Task (Music of the 20 th and 21 st Centuries)	
Elective 3	15%				15% Performance, Composition or Musicology Task (Music for Film, TV, Radio and Multimedia)
Marks	100%	20%	20%	25%	35%

The Armidale School
Music Course 2 & Extension
 HSC Assessment Tasks – 2010/2011

Outcomes	Components	Weighting	Task 1 Term 4, 2010	Task 2 Term 1, 2011	Task 3 Term 2, 2011	Task 4 Term 3, 2011	Task 5 Term 3, 2011
H1-H12	(syllabus)	(syllabus)	Week: 9	Week: 10	Week: 6	Week: 3	Trial HSC
			Research: (Mandatory Topic)	Performance With Viva Voce	Composition Portfolio (Mandatory Topic) with Aural Skills examination	Elective Submission	Trial HSC
H1, H2, H6, H8, H9 (H10, H11, H12)	Performance Core	20%		10%			10%
H2, H3, H4, H5, H6, H8, H9 (H10, H11, H12)	Composition Core	20%			20%		
H2, H4, H5, H6, H7, H9, (H10, H11, H12)	Musicology Core	20%	10%				10%
H2, H4, H5, H6, H7 (H10, H11, H12)	Aural Core	20%			15%		5%
H1, H2, H3, H4, H5, H6, H7	Elective 1	20%				20%	
	Marks	100%	10%	10%	35%	20%	25%
Extension Performance outcomes 1, 2, 3, 4, 5, 6.	Performance Extension	50%			25% Performance – 2 Ext. works with Viva Voce on interpretation and critical appraisal of own performance		25% Ensemble + 2 solos for Trial and critical appraisal of own performance

The Armidale School

Physics

HSC Assessment Tasks – 2010/2011

Outcomes Assessed	Components (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 2	Term 2 Week 9	Term 3
		Unseen Prac	Mid-course Exam	Research Topic	Trial HSC Exam
H2, H3, H5, H7, H8, H11, H12 - H16	MODULE 9.2 Space		7.5% KU 2.5% SIT		6% KU 2.5% SIT
H2, H3, H6, H7, H9, H11 - H15	MODULE 9.3 Motors and Generators	Total = 20% 15% SIP 5% SIT	3.5% KU 2.5% SIT		6% KU 2.5% SIT
H1 - H5, H13	MODULE 9.4 Ideas to Implementation			Total = 30% 15% SIP 10% SIT 5% KU	6% KU 2.5% SIT
H1, H4 - H7, H9-H16	MODULE 9.5 Option				6% KU 2.5% SIT
Weighting	100%	20%	16%	30%	34%

SIP = Skills in Planning

SIT = Skills in Thinking

KU = Knowledge & Understanding

Updated October 2010. These changes made by W D Richards, Physics teacher and Science Coordinator

File name: HSCAssmt Grid, Stage 6 Physics Prog folder

The Armidale School

Software Design and Development

HSC Assessment Tasks – 2010/2011

Outcomes Assessed	Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
			Term 2 Week 1	Term 2 Week 2	Term 3 Week 1	Term 3
			Group Project	Mid Course Exam	Individual Project	Trial HSC Exams
H1.1, H1.2, H1.3, H2.2, H4.2, H5.2, H6.1, H6.2	Knowledge & Understanding	20%		7%		13%
H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	Design & Develop Software	35%	10%	5%	13%	7%
H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H4.1	Project Management	20%	5%	3%	7%	5%
H3.2, H4.2, H4.3, H5.1, H5.2, H5.3	Projects	25%	15%		10%	
Total		100%	30%	15%	30%	25%

The Armidale School

Visual Arts

HSC Assessment Tasks – 20010/2011

Outcomes Assessed	Components (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term 1 Week 7	Term 1 Week 10	Term 2 Week 2	Term 3	Term 3 Week 5	Term 3 Week 6
		Structured essay based on case study	Evaluation of lead up work in diary and developing artworks	Mid-Course Exam	Trial HSC	Evaluation of completed Visual Diary	Evaluation of completed Body of Works
H9	Art Criticism/ History	10%					
H1, H2, H3, H4	Art Making		10% □		30%		
H7, H8 □	Art Criticism/ History			10%			
3H10 □	Art Criticism/ History					30%	
H1 – H6	Art Making/VAPD						10%

Weightings: 50% - Art Criticism / Art History 50% - Body of Work / VAPD

New England Girls' School

Subject: **Economics**

Subject Description: This course is macroeconomic in focus. The main topic areas concern globalisation, economic problems and issues and the policy and economic management responses to the problems and issues. This incorporates both contemporary Australian situations and hypothetical contexts.

Notes:

- Dux is awarded to the top ranked student at the conclusion of the assessment program.

Possible Assessment Tasks: Multiple-choice items, short answers and extended responses; student research on aspects of a topic reported through a prepared essay or an in-class task or presentation; statistical interpretation, graphical skills and calculations.

Course Components and Modes

Component Weight

• Tests and examinations	50 %
• Research, investigation and communication	30 %
• Stimulus-based skills	20 %
Total	100 %

NEGS: Economics Schedule of Tasks

Outcomes	Components	Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
			Contemporary research task	Stimulus response questions	Half-yearly Examinations	Contemporary Research task	Trial Examinations
			T4	T1	Wk 2-3, T2	T2	Wks 5-6, T3
H1, H3 – H5 H7 – H10, H12	Research investigation + communication	30 %	10 %			20 %	
H1, H4, H5 H7 – H9	Stimulus-based skills	20 %		20 %			
H1 – H8, H10, H11	Tests + examinations	50 %			20 %		30 %
Totals		100 %	10 %	20 %	20 %	20 %	30 %

New England Girls' School

Subject: **Geography**

Subject Description: Students must study 3 Depth Studies supported by Case Studies and a range of Geographical Skills, including research, fieldwork, mapping and statistical interpretation. The depth studies and their respective Case Studies are: Ecosystems at Risk (Wetlands); Urban Places (Sydney); and People and Economic Activity (The Wine Industry).

Notes:

Dux is awarded to the top ranked student at the conclusion of the assessment program.

Possible Assessment Tasks: Evaluation of research framework and processes, independent research project; multiple-choice skills test, short answer response items such as comprehension exercises, graph analysis, photograph and cartographic interpretation; video report, matching exercises, letter writing, written reports, discussions, explanations and expositions, extended response, structured essays, stimulus-based response; writing a questionnaire, data analysis, field observations, pre- and post-fieldwork activities.

Course Components and Modes

<u>Component</u>	Weight
• Geographical research	20 %
• Interpretation and synthesis of geographical stimulus	30 %
• Geographical writing	40 %
• Fieldwork	10 %
Total	100 %

NEGS: Geography Schedule of Tasks HSC 2011

Outcomes	Components	Weightings	Task 1	Task 2	Task 3	Task 4
			Ecosystems research project	Field Report	Urban skills test Half-yearly	Trial Examinations
			T1	T1	T2	Wks 5-6, T3
H1 – H7	Knowledge and understanding of course content	40%			15%	25%
H10 - 13	Geographical tools and skills	20%		5%	10%	5%
H8 – H10	Geographical inquiry and research, including fieldwork	20%	10%	10%		
H1 – 7, H9, H12, H13	Communication of geographical information, ideas and issues in appropriate forms	20%	10%	10%		
Totals		100%	20%	25%	25%	30%