# Preliminary HSC Assessment Schedule

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ASSESSMENT AND REPORTING IN THE HIGHER SCHOOL CERTIFICATE

Standard-Referenced Approach
The Higher School Certificate will use a standards-referenced approach to assessment and reporting.

In a standards-referenced approach, the achievements of a student are assessed and reported against specified standards of performance that are established for each course. Once established these standards remain constant.

Students will benefit from the introduction of a standards-referenced approach to the HSC as:

- the marks students gain in a subject will be aligned with descriptions of what they know, understand and can do,
- marks will reflect the standards actually achieved by students rather than just indicating a position in a predetermined distribution,
- there will be more meaningful and detailed reports with clear descriptions of the different standards of performance,
- students who meet or exceed the minimum standard of performance expected will receive a mark of 50 or more in a 2 unit course.

Standards-Referenced Approach and Internal Assessment
The HSC will continue to have both internal and external assessment for Board Developed Courses. At the end of the HSC course, schools will provide the Board with a mark only. This mark will be calculated in accordance with the Board’s requirements. Schools will not be required to submit descriptions of student performance or indicate a performance band. The marks submitted will reflect the rank order and relative differences between student achievements. With the change to a standards-referenced approach, it is the differing achievement of the standards that provides the comparisons between students.

Internal and External Mark - HSC
The internal assessment and the external examination will carry an equal weighting in the determination of the student’s HSC performance in the course.

The internal assessment marks and the marks on the external examination will be treated as follows:

- the course assessment marks submitted by the school will be moderated by the examination performance of the school group,
- the moderated assessment and the examination mark will be averaged to provide a composite mark,
- experienced markers will follow a structured procedure employing professional judgment to determine what composite marks will correspond to the borderline

**Internal and External Mark - HSC** (Continued)

- each student's moderated assessment mark and examination mark are then separately aligned to the performance scale.
- the average of a student’s assessment mark and examination mark, after alignment to the performance scale, is then reported as the student's HSC mark.

**Reporting the HSC**
Student achievement in a course will be reported on a performance scale consisting of:

- a scale of marks from 0-100 accompanied by 6 bands or levels of achievement,
- specific descriptions of typical student performance in each of the different bands.

The scales report the performance standards for each course by describing:

- the range of achievement of the outcomes,
- typical performance demonstrated by students in each band,
- the difference in performance from band to band.
- a minimum standard expected.
**ASSESSMENT OVERVIEW**

Assessment (internal and external assessment)

**Internal Assessment (school based)**

Students undertake HSC assessment tasks that are set by the school based on:
- syllabus outcomes and content
- assessment components and weightings.

- Internal marking
- Processing and recording marks
- Assessment Mark

Moderation by Board of Studies - statistical procedures of aligning internal assessment marks so that students’ results across the state can be compared accurately and fairly.

- Moderated assessment mark

**External Assessment (statewide examination)**

Students present for external examinations that are set by the Board and based on syllabus outcomes and content. External assessment includes:
- written examinations
- major works
- projects
- performances

External Marking - standards-referenced marking guidelines are used to mark student responses.

- Processing and recording marks
- Examination Mark

Both marks are aligned to the performance scale and their average is reported as the HSC mark.
ASSESSMENT FOR PRELIMINARY HSC

The assessment submitted for a particular course will be a measure of student achievement relative to the other students by the end of the course in Year 11. The assessment will be based on achievements measured during the course.

The assessment program for each course will involve a number of tasks including both formal test situations and less formal, but nonetheless, systematic observation of student performance.

e.g.  
* Written, practical and/or aural/oral tests.  
* Class and/or home assignments, including essays and practical tasks.  
* Projects.  
* Oral presentation.  
* Observations of the participation in individual and group activities relating to the courses, including class discussions and fieldwork.

In each course a mark will be determined for each student. This mark is derived by combining weighted marks for various components, e.g. 25% practical, 50% writing, 10% speaking, 15% assignments. The weights for each course are determined by the Board and are mandatory. They cannot be altered. However, the weights for any possible sub-components in a course are determined by the school. In the example above, 50% of total assessed mark derives from writing, but the writing tasks will not necessarily have equal value.

Not every task given to students will be used in the assessment scheme for the course. Students will receive a schedule for assessment tasks for all subjects. All other tasks are required to be completed as part of the normal course requirements. If a student is absent from school, he/she should check with his/her teachers what work has been missed and if any assessment information has been given out. No student is to complete more than three (3) assessment tasks in any one week. Work set for submission at a later date will not be regarded as an assessment task in the week it is submitted. Students must receive no less than fourteen (14) days notice of the day (date) and period for which the task is scheduled for completion. This must include a detailed handout which informs each student of:

- Date of issue.
- Date for submission.
- Weightings involved in the task.
- Outcomes to be assessed as stated in the syllabus.
- Assessment criteria to be used for the task.
- The task description.

Students are expected to work steadily towards future submission dates.

No assessment tasks will be scheduled for the two weeks prior to the Semester 1 examination and the Final Preliminary HSC examinations.

However students working on practical projects or activities which are assessment tasks can be required to work on these or submit the task during the
two week period prior to the exams.

Any changes to this schedule due to exceptional circumstances must be negotiated with the students involved and ratified by the Principal.