

**STAGE 6**  
**ASSESSMENT HANDBOOK**

**YEAR 11**  
**2018**



## **INTRODUCTION**

Welcome to Stage 6 at Mater Dei Catholic College. The emphasis in the HSC is on learning. Whether your aim is University admission or gaining a position in the work place, you need to fully commit yourself to ongoing learning throughout both the Preliminary and HSC courses.

Year 11 is an exciting and important year. Take every opportunity to involve yourself fully in the activities around the school. Learn to manage your time effectively.

Our focus is to support and challenge you so that you can do your best. Academically, the Preliminary course is vital to HSC success in Year 12. The information covered in Year 11 is assumed knowledge for the HSC. Work hard now and you will be rewarded. Assessment for both the Preliminary and HSC courses is according to guidelines from the Board of Studies.

We wish you every success in 2018.

**Mr Laurie Fitzpatrick**

Assistant to the Principal - Curriculum

**Mrs Val Thomas**

Principal

# THE PRELIMINARY and HSC COURSES

## **PATTERN OF STUDY – Board of Studies Requirements**

To qualify for the Higher School Certificate from Year 11, 2000, students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- two units of a Board Developed course in English;
- at least 6 units from Board Developed courses;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and six HSC units from courses in science.

## **PATTERNS OF STUDY – School Requirements**

In addition to these Board of Studies requirements, Mater Dei Catholic College also requires its students to include a course of study in religious education.

## **SATISFACTORY COMPLETION OF A COURSE**

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

- (a) **followed** the course developed or endorsed by the Board of Studies; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- (c) **achieved** some or all of the course outcomes.

If the Principal is of the view that the student has not followed the course prescribed by their teachers or has not applied themselves with diligence or sustained effort to the subject then an "N" Determination will be given, as per the School's N Determination Policy. This would exclude the student from the subject and any further study in that subject.

## **ATTENDANCE**

Whilst the Board of Studies does not mandate attendance requirements, at Mater Dei Catholic College the Principal may determine that, as a result of a student's pattern of absences from school or class, the course completion criteria may not have been met. Clearly, absences will be regarded seriously by the Principal and the School's Student Absence Policy will be implemented and this will give students early warning of the consequences of such absences.

## **NSW BOARD OF STUDIES**

Information regarding the Higher School Certificate is available on-line:

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

# ASSESSMENT

## COMPLETION OF ASSESSMENT TASKS

Students are expected to undertake all assessment tasks set to the best of their ability.

## SCHOOL REQUIREMENTS IF A STUDENT IS UNABLE TO SUBMIT A BOARD ASSESSMENT TASK

If a student is unable to sit for or submit a Board Assessment task that is specified in the assessment programme, then they are required to notify the school before the event and then produce a medical certificate on their return to school. Work and study commitments, family holidays etc. are not considered acceptable reasons for missing an assessment task.

If the teacher considers that the student has a valid reason for missing an assessment task, eg illness or endorsed leave, then an extension of time may be granted or a mark may be awarded based on a substitute task. Where there is no valid reason for non-completion of an assessment task, a 'zero' mark will be recorded for that task.

If a student is to be given a 'N' determination because of failure to complete assessment tasks worth more than 50 per cent of the final course assessment marks, then the school's "N" Determination Policy comes into effect.

## PROCEDURES FOR STUDENTS – BOARD ASSESSMENT

### 1. UNEXPECTED ABSENCE FROM A TASK ON THE DAY:

- a. The school must be notified on the day of the absence.
- b. On the first day of return to school the student must present a note explaining the absence (including documentary evidence in the case of illness).
- c. An application for an alternative task must be made on the correct form available from the KLA Leader. Failure to follow these procedures will earn a "zero" mark for the task.

### 2. PRIOR KNOWLEDGE OF ABSENCE ON DAY OF ASSESSMENT TASK:

- a. The student must notify the teacher concerned at the earliest possible time of his/her proposed absence. This must be done at least two full school days prior to the due date.
- b. An application for an alternative task or extension of time must be made on the correct form available from the KLA Leader.

Failure to follow these procedures will earn a "zero" mark for the task.

### 3. LATE SUBMISSION OF WORK:

A "zero" mark will be given for the task unless an application for an extension of time is made at least two full school days prior to the due date. If the extension is granted there will be no mark penalty.

### 4. STUDENT ABSENCE WHEN THE ASSESSMENT TASK / INFORMATION IS GIVEN OUT:

It is the student's responsibility to approach the teacher for details of assessment tasks or information pertaining to those tasks if the student is absent when a Board Assessment task or information is given out.

### 5. PROCEDURES FOR HANDING IN ASSESSMENT TASKS:

All Assessment tasks must be handed to the classroom teacher personally on or before the due date. If the class teacher is unavailable on a given day, then the assessment task must be handed to the KLA Leader. No Assessment tasks are to be placed in the staff room or teachers' pigeonholes.

### 6. QUERYING ASSESSMENT TASK RESULTS:

Marks/results for individual Board Assessment tasks can only be queried at the time the tasks are handed back to the student. It is the student's responsibility to see the teacher at this time.

### 7. THE AWARD OF A ZERO MARK:

The following actions will incur a zero mark for any assessment task:

- (a) cheating during an assessment task
- (b) copying from another student and claiming the work as your own;
- (c) allowing other students to copy your work
- (d) copying material from references with no due acknowledgment

- (e) disrupting an assessment task (only one warning will be given).

If a zero mark is awarded for any Board Assessment task then the parents/guardians will be informed in writing of the award and any such communication will be maintained as records.

If an assessment task is deemed to be invalid for whatever reason, a substitute task will be given. Even though marks for both the original and substitute task must be counted in the Board Assessment for that subject/course, the importance of the original task will be reduced. The combined marks will then equal the weighting prescribed in the Assessment Booklet for the original task.

## **SUBMISSION OF DRAFTS**

The submission of draft work is encouraged at Mater Dei Catholic College. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

1. Strive for excellence.
2. Respond and act on questioning by a review.
3. Appreciate the value of a reader's viewpoint/critique of their work.
4. Assess whether or not their work satisfies the intent/criteria of the task.

### ***Guidelines for Students***

1. Complete and hand in the self-reflection proforma with your draft.
2. Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
3. Two drafts of any one task would be considered the normal limit.
4. Drafts are to be submitted to your usual classroom teacher.
5. Any final draft should be submitted at least four days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback.

### ***Guidelines for Staff***

1. Ideally a reply to a draft will be given within 48 hours.
2. Access to the task and the marking criteria is necessary.
3. Reading and critiquing drafts is done by the student's classroom teacher
4. Responding to drafts by questioning will be the basis of feedback. The questions should be 'thinking questions'.
5. Limit your comments – 3 or 4 most important aspects.
6. Alert students to missing components.
7. Teachers are not expected to:
  - Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
  - Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
  - Grade or indicate any sort of judgment on quality/band/mark.

Mater Dei Catholic College  
**Student Draft Reflection**

Name \_\_\_\_\_

Date \_\_\_\_\_

Submit this with your task to be reviewed.

1. What part or parts of this draft are you satisfied with?	
2. What part of this draft do you think needs more work, or you are especially concerned about?	
3. 3 ideas or questions I have are:	(i)
	(ii)
	(iii)
4. Other queries, specific questions.	

SAMPLE ONLY

# 'N' DETERMINATIONS

## COURSE COMPLETION REQUIREMENTS

Students must make a genuine attempt to complete course requirements. It is a matter for the teachers' professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

The Board of Studies stipulates that a student has not satisfactorily completed a course if

*they have not applied themselves with diligence and sustained effort to set tasks and experiences provided in the course.*

This requirement to meet all course requirements includes, attempting all homework and assignments as well as attending excursions.

## N DETERMINATION

An "N" determination will be given in a course if:

1. A student does not satisfactorily complete a subject in the Preliminary Course.
2. A student does not satisfactorily complete a subject in the HSC Course.
3. A student fails to complete or make a genuine attempt at least 50% of their HSC Assessment in a subject.

An "N" determination in a course means that the course will not appear on the student's Record of Achievement.

- a) If this course is a Preliminary Course, this means that a student:
  - will not be able to proceed onto the HSC course in that subject.
  - may not have the required units to complete the Preliminary Course.
- b) If this course is a HSC course, this means that a student may not have the necessary units for the award of a Higher School Certificate.

## SCHOOL REQUIREMENTS FOR AN 'N' DETERMINATION

The following sequence of events will be followed when awarding an 'N' Determination:

1. The classroom teacher will identify a student, who is at risk of an 'N' Determination, as early as possible.
2. Accurate records will be kept of the student's attendance and completed and uncompleted class work.
3. A warning letter will be sent home to the parents in time for the student to correct the problem.
4. If the situation does not improve a follow up letter will be sent.
5. The student will be notified of the 'N' Determination.
6. The student will be informed that they may appeal to the school and then the BOS against the "N" determination.

## AREAS OF CONCERN AND SCHOOL PROCEDURES

### 1. NON COMPLETION OF SET WORK

This is unacceptable behaviour and is to be dealt with by the classroom teacher, as per department policy.

### 2. PATTERN OF NON COMPLETION OF SET WORK

This is a serious situation and is to be reported to the KLA Leader, who will interview the student and send a warning letter to the parents. A copy of the letter is to be kept within the department and another copy given to the Year Leader. The Curriculum Leader is also to be notified. If the Year Leader identifies a similar pattern over multiple subjects, then they will deal with the problem through the Pastoral Care system.



### **3. NON COMPLETION OF A MAJOR WORK / MAJOR ASSIGNMENT / EXCURSION / CONTINUED NON COMPLETION OF SET WORK**

This is a serious situation and is to be reported to the KLA Leader, who will interview the student. A warning letter for an 'N' notification is to be given to the student by the KLA Leader, with the specification that the work is completed and submitted by a specified date. A copy of the 'N' warning letter is to be kept within the department and copy is to be given to the Year Leader and the Principal. If the work is still not completed a follow up letter is to be sent prior to an 'N' determination being given by the Principal.

### **4. NON COMPLETION OF AN ASSESSMENT TASK**

The KLA Leader is to issue a zero notification as per the school's Assessment Policy.

### **5. IMMINENT NON COMPLETION OF 50% OF ASSESSMENT**

A warning letter for an 'N' notification is to be given to the student by the KLA Leader, with the specification that the assessment task is completed and submitted by the required date. A copy of the "N" warning letter is to be kept within the department and copy is to be given to the Year Leader and the Principal. If the work is not completed a follow up letter is to be sent prior to an 'N' determination being given by the Principal.

## **REVIEW OF ASSESSMENT TASKS**

Students have a right to request a review of procedures or the application of marking schemes that they believe may have had a negative impact on their performance in an assessment task. Any query or concern about an individual task must be raised at the time the task is returned to a student. In the first instance a student would approach either the class teacher or the relevant KLA Leader.

## **'N' DETERMINATIONS**

When the Principal advises a student of an "N" determination, the Principal will also explain its consequences and the student's right to a school review and a further appeal to the NSW Board of Studies.

The procedures for a school review of a 'N' determination will follow those laid down for other school reviews of assessment as follows:

- A student seeking a review of an 'N' determination must apply to the Principal by the date set down by the NSW Board of Studies. This review will be carried out by the Principal and relevant KLA Leader.
- The College will advise the Examinations and Certification Branch, by letter, of the outcome of any review of 'N' determination.
- A student seeking an appeal of an 'N' determination must apply to the Board of Studies by the date set down by the NSW Board of Studies. Any subsequent appeal to the NSW Board of Studies will focus on whether the College review properly and correctly considered the matters before it.

***Disclaimer: The dates supplied in this Assessment Book are true and correct at the time of printing, however, could be subject to change.***

Course Name: **Agriculture**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 8	T3, Wk 3	T 3, Wk 8 & 9
<b>Description</b>		<b>Farm Study</b>	<b>Research</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P2.2, P4.1	P1.1, P1.2, P2.1, P2.3, P3.1, P4.1, P5.1
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems and the impact of innovation, ethics and current issues on Australian agricultural systems 40%		15	25
	Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner and knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing 40%	20	10	10
	Skills in effective research, experimentation and communication 20%	10	10	
<b>Value 100%</b>		<b>30</b>	<b>35</b>	<b>35</b>

Course Name: **Ancient History**

		Task 1	Task 2	Task 3
<b>Due</b>		T1 W8	T2 W7	T3 Wk 8 & 9
<b>Description</b>		<b>Source Analysis</b>	<b>Research &amp; Essay</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content <b>40%</b>	20		20
	Historical skills in the analysis and evaluation of sources and interpretations <b>20%</b>	5	5	10
	Historical inquiry and research <b>20%</b>	10	10	
	Communication of historical understanding in appropriate forms <b>20%</b>	5	5	10
Value 100%		<b>40</b>	<b>20</b>	<b>40</b>

Course Name: **Biology**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 6	T2, Wk 6 (Study done Wk 3-6)	T3, Wk 8 & 9
<b>Description</b>		<b>Practical</b>	<b>Depth Study</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		BIO11/12-1 BIO11/12-3 BIO11/12-7 BIO11-8	BIO11/12-1 BIO11/12-3 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and Understanding 40%	5	15	20
	Skills in Working Scientifically 60%	15	25	20
<b>Value</b>	<b>100%</b>	<b>20</b>	<b>40</b>	<b>40</b>

Course Name: **Business Studies**

		Task 1	Task 2	Task 3
<b>Due</b>		T1 Wk 6	T2 Wk 8	T3 Wk 8 & 9
<b>Description</b>		<b>Case Study Nature of Business</b>	<b>Small Business Plan Business Planning</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content <b>40%</b>	5	15	20
	Stimulus-based skills <b>20%</b>	10		10
	Inquiry and research <b>20%</b>	10	10	
	Communication of business information, ideas and issues in appropriate forms <b>20%</b>		10	10
<b>Value 100%</b>		<b>25</b>	<b>35</b>	<b>40</b>

Course Name: **Chemistry**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 8	T3, Wk 1	T3, Wk 8 & 9
<b>Description</b>		<b>Practical Task and data analysis</b>  Module 1 Properties and Structure of Matter	<b>Depth Study Report</b> Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		CH11/12-2 CH11/12.3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
<b>Syllabus Components/ Modules and Weightings</b>	Knowledge and Understanding 40%	10	10	20
	Skills in Working Scientifically 60%	20	30	10
<b>Value 100%</b>		<b>30</b>	<b>40</b>	<b>30</b>

Course Name: **Community & Family Studies**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 9	T3, Wk 5	T3, Wk 8 & 9
<b>Description</b>		<b>Resources Management Task</b>	<b>Community Investigation</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1.1, P1.2, P4.2, P5.1, P6.1	P1.2, P2.1, P2.4, P3.1, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and Understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• Resource management</li> <li>• Positive relationships</li> <li>• Range of societal factors</li> </ul> <b>40%</b>	10	15	15
	Skills in: <ul style="list-style-type: none"> <li>• Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>• Planning to take responsible action to promote wellbeing</li> </ul> <b>25%</b>	5	10	10
	Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating <b>35%</b>	5	15	15
<b>Value</b>	<b>100%</b>	<b>20</b>	<b>40</b>	<b>40</b>

Course Name: **Design and Technology**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 8	T3, Wk 6	T3, Wk 8 & 9
<b>Description</b>		<b>Designer Case Study</b>	<b>Design Project</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3
<b>Syllabus Components/Modules and Weightings</b>	Knowledge of course content 40%	10	10	20
	Knowledge and skills in designing, managing, producing and evaluating design projects 60%	20	30	10
<b>Value 100%</b>		<b>30</b>	<b>40</b>	<b>30</b>



Course Name: **Drama**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Week 8	T2, Week 8	T3, Wk 8 & 9
<b>Description</b>		<b>Acting and Performing Monologue and Logbook</b>	<b>Elements of Production Design Project</b>	<b>Theatrical Traditions End of Preliminary Course Exam: Theatre Styles: Epic Theatre</b>
<b>Outcomes</b>		P1.1, P1.2, P1.3, P1.4, 2.1, 2.14, 2.6	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P3.1	P1.1, P1.2, P1.3, P1.4, P1.6, P2.1, P2.2, P2.3, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4
<b>Syllabus Components/ Modules And Weightings</b>	Making 40%	10	20	10
	Performing 30%	20		10
	Critical Studying 30%		10	20
<b>Value 100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Preliminary CEC English Studies**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk7	T2, Wk 6	T3, Wk 5
<b>Description</b>		<b>Mandatory Module: Achieving through English</b>  <b>Work Portfolio</b>	<b>Elective Module: The Big Screen</b>  <b>Visual Representation</b>	<b>Elective Module: On the Road</b>  <b>Planned Travel Experience</b>
<b>Outcomes</b>		ES11-3; ES11-4; ES11-6; ES11-9	ES11-4; ES11-5; ES11-6; ES11-7;	ES11-1; ES11-2; ES11-7; ES11-8
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content	20	15	15
	Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas <ul style="list-style-type: none"> <li>• using language accurately, appropriately and effectively</li> </ul> </li> </ul>	20	15	15
<b>Value      100%</b>		<b>40</b>	<b>30</b>	<b>30</b>

Course Name: **English Standard**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Due</b>		T1, W7	T2, W5	T3, Wk 8 & 9
<b>Description</b>		<b>Common Module Writing Task</b>	<b>Module A – Multimodal Presentation</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		EN11-1; EN11-3; EN11-4; EN11-7; EN11-9	EN11-1; EN11-2; EN11-5; EN11-8;	EN11-3; EN11-5; EN11-6; EN11-7;
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content 50%	15	20	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	15	20	15
<b>Value 100%</b>		<b>30</b>	<b>40</b>	<b>30</b>

Course Name: **English Advanced**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, W7	T2, W7	T3, Wk 8 & 9
<b>Description</b>		<b>Common Module Writing Task</b>	<b>Module A – Multimodal Presentation</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		EA11-1; EA11-3; EA11-4; EA11-9	EA11-2; EA11-6; EA11-7; EA11-8	EA11-1; EA11-5; EA11-6; EA11-7; EA11-8
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content 50%	15	20	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	15	20	15
<b>Value 100%</b>		<b>30</b>	<b>40</b>	<b>30</b>

Course Name: **English Extension 1**

		Task 1	Task 2	Task 3
<b>Due</b>		T2, Wk 10	T3, Wk 10	T3, Wk 8 & 9
<b>Description</b>		<b>Imaginative Writing Task</b>	<b>Independent Investigation and Multimodal Presentation</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		EE11-2; EE11-6	EE11-1; EE11-4; EE11-5	EE11-1; EE11-3; EE11-5
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content 50%	10	20	20
	Skills in complex analysis, composition and investigation 50%	10	20	20
<b>Value</b>	<b>100%</b>	<b>20</b>	<b>40</b>	<b>40</b>

Course Name: **Exploring Early Childhood**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Due</b>		T1, Wk 10	T2, Wk 9	T3, Wk 5
<b>Description</b>		<b>Pregnancy and Childbirth Task</b>	<b>Growth &amp; Development Task</b>	<b>Promoting Positive Behaviour Task</b>
<b>Outcomes</b>		1.1, 1.4, 2.1, 6.1	1.2, 1.3, 1.5, 5.1	2.4, 3.1, 4.1, 6.2
<b>Syllabus Components/Modules and Weightings</b>	<b>Knowledge &amp; Understanding</b>  40%	15	15	10
	<b>Skills</b>  60%	20	25	15
<b>Value</b>	<b>100%</b>	<b>35</b>	<b>40</b>	<b>25</b>

Course Name: **Geography**

		Task 1	Task 2	Task 3
<b>Due</b>		T1 – Wk8	T2 – Wk8	T3 – Wk4
<b>Description</b>		<b>Case Study Biophysical Interaction</b>	<b>Senior Geography Project (SGP)</b>	<b>Research Task Global Challenges</b>
<b>Outcomes</b>		P1 P2 P3 P6 P7 P8	P7 P8 P9 P10 P11 P12	P1 P4 P5 P6 P8 P12
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content <b>40%</b>	15	5	20
	Geographical tools and skills <b>20%</b>	10	10	
	Geographical inquiry and research, including fieldwork <b>20%</b>	5	10	5
	Communication of geographical information, ideas and issues in appropriate forms <b>20%</b>	5	5	10
<b>Value 100%</b>		<b>35</b>	<b>30</b>	<b>35</b>

Course Name: **Japanese Continuers**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 10	T3, Wk 2	T3, Wk 8 & 9
<b>Description</b>		<b>Listen &amp; Recount (Personal World/Home &amp; Friends)</b>	<b>Read &amp; Design (Daily Routine &amp; Neighbourhood)</b>	<b>End of Preliminary Course Exam (All topics)</b>
<b>Outcomes</b>		1.1,1.2,1.3,1.4, 2.1,2.2,2.3	2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5, 3.6	1.1,1.2,1.3,1.4, 2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,3. 6,4.1,4.2,4.3
<b>Syllabus Components/ Modules And Weightings</b>	Listening 30%	20		10
	Reading 30%		20	10
	Speaking 20%	10		10
	Writing 20%		10	10
<b>Value 100%</b>		<b>30</b>	<b>30</b>	<b>40</b>



Course Name: **Legal Studies**

		Task 1	Task 2	Task 3
<b>Due</b>		T4 Wk9	T2 Wk8	T3 Wk 8 & 9
<b>Description</b>		<b>Research Task The Legal System</b>	<b>Case Study The Individual and the Law</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content <b>40%</b>	10	10	20
	Analysis and evaluation <b>20%</b>		10	10
	Inquiry and research <b>20%</b>	10	10	
	Communication of legal information, ideas and issues in appropriate forms <b>20%</b>	5	5	10
<b>Value 100 %</b>		<b>25</b>	<b>35</b>	<b>40</b>

Course Name: **Mathematics Standard 1 & 2**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Due</b>		T1, Wk 6	T2, Wk 8	T3, Wk 8 & 9
<b>Description</b>		<b>Topic Test</b>	<b>Investigative Assignment</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		MS11 – 1, 2, 6, 9, 10	MS11 – 2, 5, 6, 9, 10	MS11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<b>Syllabus Components/Modules and Weightings</b>	Understanding, Fluency and Communication 50%	20	10	20
	Problem Solving, Reasoning and Justification 50%	10	20	20
<b>Value</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Mathematics 2 Unit (Advanced)**

		Task 1	Task 2	Task 3
<b>Due</b>		T2, Wk 10	T3, Wk 2	T3, Wk 8 & 9
<b>Description</b>		<b>Topic Test</b>	<b>Investigative Assignment</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P 1, 3, 4, 5	P 1, 2, 3, 4, 5	P 1, 2, 3, 4, 5, 6, 7, 8
<b>Syllabus Components/Modules and Weightings</b>	Understanding, Fluency and Communication 50%	20	10	20
	Problem Solving, Reasoning and Justification 50%	10	20	20
<b>Value</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Mathematics Extension 1**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Due</b>		T2, Wk 2	T2, Wk 9	T3, Wk 8 & 9
<b>Description</b>		<b>Investigative Assignment</b>	<b>Topic Test</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		PE 1, 2, 3, 6	PE 1, 3, 4, 6	PE 1, 2, 3, 4, 6 HE 1, 2, 7
<b>Syllabus Components/Modules and Weightings</b>	Understanding, Fluency and Communication 50%	10	20	20
	Problem Solving, Reasoning and Justification 50%	20	10	20
<b>Value</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Modern History**

		Task 1	Task 2	Task 3
<b>Due</b>		T2, Wk 3	T3, Wk 1	T3, Wk 8 & 9
<b>Description</b>		<b>Oral Task</b>	<b>Research and Essay</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		MH11-6 MH11-7, MH11-9 MH11-10	MH11-2 MH11-4 MH11-6 MH11-8 MH-9	MH11-1 MH11-3 MH11-5 MH11-9
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content <b>40%</b>	20		20
	Historical skills in the analysis and evaluation of sources and interpretations <b>20%</b>	5	5	10
	Historical inquiry and research <b>20%</b>		15	5
	Communication of historical understanding in appropriate forms <b>20%</b>	5	10	5
<b>Value 100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Music 1**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 11	T2, Wk 6	T 3, Wk 8 & 9
<b>Description</b>		<b>Composition</b>	<b>Performance and Viva- Voce</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P2, P3, P5, P8	P1, P4, P5, P6	P1, P2, P5, P6, P7, P8
<b>Syllabus Components/ Modules And Weightings</b>	<b>Aural 25%</b>	15		10
	<b>Musicology (Viva) 25%</b>		15	10
	<b>Composition 25%</b>	15		10
	<b>Performance 25%</b>		15	10
<b>Value 100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Personal Development, Health and Physical Education (PDHPE)**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 10	T2, Wk 9	T3, Wk 8 & 9
<b>Description</b>		<b>Research</b>	<b>Laboratory</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1, P2, P3, P6, P15, P16	P7, P9, P10, P11, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding 40%	10	10	20
	Skills in: -personal and community health - actions to improve participation and performance in physical activity 30%	10	10	10
	Skills in critical thinking, research and analysis 30%	10	10	10
<b>Value</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Photography, Video and Digital Imaging**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 5	T2, Wk 2	T3, Wk 6
<b>Description</b>		<b>Developing a Point of View - Body of Work</b>	<b>The Arranged Image - Concepts and Accounts</b>	<b>Tradition, Styles and Conventions - Video and Intention</b>
<b>Focus Outcomes</b>		M1, M5, M6, CH1	M2, M5, CH2, CH4	M3, M4, CH3, CH5
<b>Syllabus Components/ Modules And Weightings</b>	Making 70%	20	25	25
	Historical and Critical 30%	10	10	10
<b>Value 100%</b>		<b>30</b>	<b>35</b>	<b>35</b>



Course Name: **Physics**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 7	T2, Wk 6 (Study done Wk 3-6)	T3, Wk 8 & 9
<b>Description</b>		<b>Practical</b>	<b>Depth Study</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		PH11/12-1 PH11/12-3 PH11/12-7 PH11-8	PH11/12-1 PH11/12-3 PH11/12-6 PH11/12-7 PH11-8 PH11-9	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and Understanding 40%	5	15	20
	Skills in Working Scientifically 60%	15	25	20
<b>Value</b>	<b>100%</b>	<b>20</b>	<b>40</b>	<b>40</b>

Course Name: **Religion Catholic Studies (BEC)**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Due</b>		T1, Wk 10	T2, Wk 7	T3, Wk 6
<b>Description</b>		<b>Research &amp; Scripture Study The Search for Meaning</b>	<b>Research/Reflection on Service Experience Jesus of History, Christ of Faith</b>	<b>Spiritual Pathways Digital Portfolio</b>
<b>Outcomes</b>		C6.1, C6.9, C6.10, C6.11, C6.12	C6.2, C6.9, C6.10, C6.11, C6.12	C6.7, C6.9, C6.10, C6.11, C6.12
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content 40%	10	10	20
	Source-based skills 20%		10	10
	Investigation and research 20%	10		10
	Communication of information, ideas and issues 20%	10	10	
<b>Value</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Society and Culture**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, W8	T2, W8	T3, W8 & 9
<b>Description</b>		<b>Primary Research Interview</b>	<b>Secondary Research Report</b>	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content <b>50%</b>	10	20	20
	Application and evaluation of social and cultural research methods <b>30%</b>	15	5	10
	Communication of information, ideas and issues in appropriate forms <b>20%</b>	5	5	10
<b>Value 100 %</b>		<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Software Design & Development**

		Task 1	Task 2	Task 3
<b>Due</b>		T2, Wk 8	T3, Wk 8 & 9	T3, Wk 10
<b>Description</b>		<b>Developing solutions from scenarios</b>	<b>End of Preliminary Examination</b>	<b>Python Code Competition</b>
<b>Outcomes</b>		P1.3, P3.1, P4.1, P5.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content <b>50%</b>	10	30	10
	Knowledge and skills in the design and development of software solutions <b>50%</b>	10	10	30
<b>Value 100%</b>		<b>20%</b>	<b>40%</b>	<b>40%</b>

Course Name: **Sport, Lifestyle & Recreation (BEC)**

		Task 1	Task 2	Task 3
<b>Due</b>		T1, Wk 1 - 10	T2, Wk 1 - 10	T2 - T3 Ongoing
<b>Description</b>		<b>Outdoor Recreation</b>	<b>Games &amp; Sports Application Theory</b>	<b>Games &amp; Sports Application Practical</b>
<b>Outcomes</b>		1.3, 2.3, 4.1, 4.2, 4.4	1.1, 1.3, 2.1, 3.2	1.1, 1.3, 3.1, 3.2, 4.1, 4.4
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and Understanding 40%	10	15	15
	Skills 60%	20	15	25
<b>Value</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

Course Name: **Studies of Religion 1 Unit (Compressed Course)**

		Preliminary Course			HSC Course		
		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Due</b>		T1 Ongoing	T1 Wk 9	T2, Wk 6 & 7	T2, Wk 9	T3, Wk 3	T3, Wk 7
<b>Description</b>		<b>Forum Activity</b>	<b>Essay – Depth Study Christianity</b>	<b>End of Preliminary Course Exam</b>	<b>In-class Task - Religion &amp; Belief Systems in Australia, Post 1945</b>	<b>Research Task – Depth Study Islam</b>	<b>Trial HSC Exam</b>
<b>Outcomes</b>		P 1, P2, P3, P4, P5, P6, P7, P8, P9	P 1, P2, P3, P4, P5, P6, P7, P8, P9	P 1, P2, P3, P4, P5, P6, P7, P8, P9	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9
<b>Syllabus Components/Modules and Weightings</b>	Knowledge and understanding of course content 40%	5	5	10	5	5	10
	Source-based skills 20%		5	5	5		5
	Investigation and research 20%		5	5		10	
	Communication of information, ideas and issues in appropriate forms 20%	5		5	5		5
<b>Value</b>	<b>100%</b>	<b>10 %</b>	<b>15 %</b>	<b>25 %</b>	<b>15 %</b>	<b>15 %</b>	<b>20 %</b>

Course Name: **Visual Art**

		Task 1	Task 2	Task 3
<b>Due</b>		T2, Wk 1	T3, Wk 4	T3, Wk 8 & 9
<b>Description</b>		<b>Portfolio of Experimental Works</b> Submission of 5–10 exploratory artworks, VAPD including evidence of material and conceptual experimentation with explanation of related artist’s practice through the Frames	<b>Exploring Representation</b> Submitted artwork(s) exploring historical and contemporary representations VAPD including the selection of 5–10 seminal artworks annotated to account for historical changes in representations over time	<b>End of Preliminary Course Exam</b>
<b>Outcomes</b>		P1,P3, P4, P5, P6	P1, P2, P3, P4, P7, P10	P7, P8, P9, P10
<b>Syllabus Components/ Modules And Weightings</b>	Artmaking 50%	30	20	
	Art Criticism & Art History 50%		10	40
<b>Value 100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

# Vocational Education and Training (VET) Courses

## Competency Based Assessment

- The Board of Studies and the Australian Skills Quality Authority (ASQA) require VET courses within the Curriculum Framework are to be competency based.
- Records and evidence of competency are held by our RTO, the Catholic Schools Office.
- Assessments are criterion-referenced, a participant's performance is judged against a prescribed standard and not against the performance of other students.
- A participant is deemed Competent or Not Yet Competent on the basis of evidence which may be in a variety of forms.
- Assessment of competence involves the assessment of skills and knowledge combined.

## Exams

- The Higher School Certificate examinations are optional for 'non-ATAR'; students.
- Students will sit all internal examinations including the trial HSC exam.
- After the Trial HSC, students will nominate whether they will sit the HSC exam.
- The HSC exam is independent of the competency based assessment and has no impact on student eligibility for AQF qualifications.



TRAINING PACKAGE: CPC20211 **Certificate II in Construction** Pathways CPC08v9: Construction

CODE	UNIT OF COMPETENCY	Year 11	Year 12
<u><b>CPCCCM1012A</b></u>	Work effectively and sustainably in the construction industry	✓	
<u><b>CPCCCM1013A</b></u>	Plan and organise work	✓	
<u><b>CPCCCM1014A</b></u>	Conduct workplace communication	✓	
<u><b>CPCCCM1015A</b></u>	Carry out measurements and calculations	✓	
<u><b>CPCCCM2001A</b></u>	Read and interpret plans and specifications		✓
<u><b>CPCCCM2005B</b></u>	Use construction tools and equipment		✓
<u><b>CPCCOHS1001A</b></u>	Work safely in the construction industry	✓	
<u><b>CPCCOHS2001A</b></u>	Apply OHS requirements, policies and procedures in the construction industry	✓	
<u><b>CPCCCA2002B</b></u>	Use carpentry tools and equipment	✓	
<u><b>CPCCCA2003A</b></u>	Erect and dismantle formwork for footings and slabs on ground		✓
<u><b>CPCCCM2004A</b></u>	Handle construction materials		✓
<u><b>CPCCCM2006B</b></u>	Apply basic levelling procedures		✓
<u><b>CPCCCO2013A</b></u>	Carry out concreting to simple forms		✓
<u><b>CPCCBL2001A</b></u>	Handle and prepare bricklaying and blocklaying materials		✓
<u><b>CPCCBL2002A</b></u>	Use bricklaying and blocklaying tools and equipment		✓

TRAINING PACKAGE: **Certificate II Hospitality** - Kitchen Operations SIT20312

CODE	UNIT OF COMPETENCY	Year 11	Year 12
SITXFSA101	Use hygienic practices for food safety	✓	
SITXWHS101	Participate in safe work practices	✓	
SITHIND201	Source and use information on the hospitality industry		✓
BSBWOR203B	Work effectively with others		✓
SITHCCC101	Use food preparation equipment	✓	
SITXFSA201	Participate in safe food handling practices	✓	
SITHCCC201	Produce dishes using basic methods of cookery	✓	
SITHKOP101	Clean kitchen premises and equipment	✓	
SITHCCC202	Produce appetisers and salads	✓	
SITHCCC207	Use cookery skills effectively		✓
SITXINV202	Maintain the quality of perishable items		✓
SITHFAB204	Prepare and serve espresso coffee		✓
BSBSUS201A	Participate in environmentally sustainable practices		✓
HLTAID003	Provide first aid		✓

## Metal and Engineering – MEM10105 Certificate 1 Engineering

Unit Code	Name	Year 11	Year 12
	Manufacturing, engineering and related services industries induction	✓	
<b>MEM13014A</b>	Apply principles of occupational health and safety in the work environment	✓	
<b>MEM16007A</b>	Work with others in a manufacturing, engineering or related environment	✓	
<b>MEM18001C</b>	Use hand tools	✓	
<b>MEM18002B</b>	Use power tools/hand held operations	✓	
<b>MEM05004C</b>	Perform routine oxy acetylene welding	✓	
<b>MEM05007C</b>	Perform manual heating and thermal cutting	✓	
<b>MEM05012C</b>	Perform routine manual metal arc welding	✓	
<b>MEM03003B</b>	Perform sheet and plate assembly	✓	
<b>MEM16007A</b>	Work with others in a manufacturing, engineering or related environment	✓	
<b>MEM14004A</b>	Plan to undertake a routine task		✓
<b>MEM15002A</b>	Apply quality systems		✓
<b>MEM15024A</b>	Apply quality procedures		✓
<b>MEM09002B</b>	Interpret technical drawing		✓
<b>MEM12023A</b>	Perform engineering measurements		✓
<b>MEM12024A</b>	Perform computations		✓
<b>MEM11011B</b>	Undertaken Manual Handling		✓

## TRAINING PACKAGE: ICT30115 – Certificate III in Information, Digital Media & Technology

CODE	UNIT OF COMPETENCY	Year 11	Year 12	Specialisation Study
<b>BSBWHS304</b>	Participate effectively in WHS communication and consultation	✓		
<b>ICTICT301</b>	Create user documentation	✓		
<b>ICTICT202</b>	Work and communicate effectively in an ICT environment	✓		
<b>ICTICT302</b>	Install and optimize operating system software		✓	
<b>ICTSAS301</b>	Run standard diagnostic tests		✓	
<b>ICTICT303</b>	Connect internal hardware components		✓	
<b>ICTSAS305</b>	Provide ICT advice to clients		✓	
<b>ICTICT302</b>	Install and optimize operating system software		✓	
<b>ICTSAS307</b>	Install, configure and secure a small office home office network		✓	
<b>BSBSUS401</b>	Implement and monitor environmentally sustainable work practices		✓	
<b>ICTNWK304</b>	Administer network peripherals		✓	
<b>ICTNWK305</b>	Install and manage network protocols		✓	
<b>ICTICT304</b>	Implement system software changes			✓
<b>ICTNWK301</b>	Provide network systems administration			✓
<b>ICTNWK302</b>	Determine and action network problems			✓
<b>ICTSAS303</b>	Care for computer hardware			✓
<b>ICTSAS304</b>	Provide basic system administration			✓
<b>ICTSAS306</b>	Maintain equipment and software			✓

TERM/ WEEK	1	2	3	4	5	6	7	8	9	10	11
1											
2											
3							Assessment & Excursion Free Week	End of Preliminary Exams			

## A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reason for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them: draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain / determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes / categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse / evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and / or against
<b>Distinguish</b>	Recognise or note / indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make judgements based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and / or how

<b>Extract</b>	Choose relevant and / or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## STYLE GUIDE FOR ESSAYS AND ASSIGNMENTS

When writing a research assignment or essay it is necessary to briefly identify sources of ideas and/or quotations. If you fail to do this you are guilty of plagiarism, which is the act of taking and presenting another person's work as your own.

On a more positive note a well-referenced piece of work is far more likely to be a quality piece of work. Awareness of referencing procedures encourages writers to research, plan and proof-read their essays more carefully than they perhaps normally would.

### THE AUTHOR-DATE (HARVARD) SYSTEM

This system is in common for scholarly and scientific works. A brief explanation is given below.

### TEXTUAL REFERENCES

References within the text give the author's name and year of publications (with page number if necessary) in this style:

The major improvement concerns the structure of the interview (Urich & Trumbo 1965, p112). Later reports (Carlson, Thayer, Mayfield & Peterson 1971) record greatly increased interviewer reliability for structured interviews. Wright (1969, p408) comments that "*undoubtedly interviewer skill is directly related to the validity, quantity and quality of interview output*", and this would suggest some sort of interviewer training is called for. Rowe (1960), for example, found that trained interviewers are better able to evaluate applicants with some measure of reliability. In addition Wexley, Sanders & Yuki (1973) showed that by extensive interviewer training all significant contrast effects could be eliminated. The results of the 1971 study (Carlson et al. 1971) are still relevant, but efforts to ....

Note the surnames only are used. Initials are added only when they are required to distinguish between authors of the same surname or where the reference is to a personal communication not included in the list of references.

The greywacke beds are up to 15cm thick and are crudely graded from medium-grained at the base to fine-grained at the top; they probable represent distal turbidities (K.A.W. Crook, Pers. Comm, 1971...

Where a reference contains the names of more than two authors, all the names are given at the first mention: subsequent mentions consist of the first name followed by "et al" except where this may cause ambiguity. (Note that in this system "et al", is preferable to "and others".)

When the quotation is longer than 30 words it is indented and no quotation marks are used

According to Thornton (1998, p11)  
Students had to decide whether to use equal diagonals and whether to use a flexible intersection joint or one fixed at right angles. The students were quick to observe the relationship between the side angle and diagonal properties of quadrilaterals, and to see how one type of quadrilateral could be transformed into another.



## LIST OF REFERENCES

At the end of the article, chapter, or book, a list of references may be arranged in alphabetical order of author's surnames and chronologically for each author. The author's surname is placed first, immediately followed by the year of publication in parentheses. The list for the passage quoted previously would be:

Carlson, R.F., Thayer, P.W., Mayfield, E.C. & Peterson, D.A. (1971), "Improvements in the selection interview", *Personal Journal* 50, 268-75  
Rowe, P.M. (1960), Individual differences in assessment decisions, Unpublished doctoral thesis. McGill University.  
Ulrich, I. & Trumbo, D. (1965), "The selection interview since 1949", *Psychological Bulletin* 63, 100-16.  
Wexley, R.W., Sanders, R.E. & Yuki, G.A. (1973), "Training interviewers to eliminate contrast effects in employment interviews", *Journal of Applied Psychology* 57, 233-6.  
Wright, O.R. (1969), "Summary of research on the selection interview since 1964", *Personal Psychology* 22, 391-413

If an author or group of authors has published more than one paper in any one year, the entries are given additional italic letters after the year to distinguish them, for example:

Ghiselli, E.E. (1960*a*), "The prediction of predicability", *Educational & Psychological Measurement* 20, 3-8.  
Ghiselli, E.E. (1960*b*), "Differentiation of tests in terms of the accuracy with which they predict for a given individual", *Educational & Psychological Measurement* 20, 675-84.

Papers with more than one author are listed after those by the first author alone and in alphabetical order of second authors.

In consecutive references by the same author, the surname may be replaced by a 2-em rule, thus:

Hare, R.M. (1967), "Geach: good and evil", *Analysis* 18, 103-12  
-----(1963), *Freedom and Reason*, Clarendon Press, Oxford  
-----(1954), "Plain and Evil", *Proceedings of the Aristotelian Society*, supp. 38, 91-106

## ADDITIONAL INFORMATION

When the author-date system is used in scientific publications, the titles of scientific journals may be abbreviated in the form given in the latest editions of the *World List of Scientific Periodicals*, Butterworth, London, or the *British Union Catalogue of Periodicals*, also published by Butterworth. The titles of journal articles are frequently omitted and the page reference alone relied upon. Either the initial page number alone or both initial and concluding page numbers may be given, for example:

Hultqvist, B. (1963*a*), *Planet, Space Sci.* 11, 371  
Hultqvist, B. (1963*b*), *J. Atmos, Terr. Phys.* 25, 225  
Anderson, A.J. (1933), "Plant responses to molybdenum". *J Agric. Res.* 48, 981-95

The treatment of irregularly appearing serial publications is illustrated by the following example:

Goss, R.W. (1960), Mycorrhizae of ponderosa pine in Nebraska soils, Res. Bull. 192, Unvi. Neb. Coll. Agric.

A chapter by one author in a book compiled or edited by others is treated as follows:

Tindale, M.D. (1962), Pteridophyta, in N.C.W. Beadle, O.D. Evans & R.C. Carolin, "Handbook of the vascular plants of the Sydney district and Blue Mountains", Univ. of New England, Armidale.

A thesis is set thus :

Stone, I.G. (1963), A morphogenetic study of stages in the life-cycle of some Victorian cryptogams, PhD thesis. Univ. of Melbourne

A work in the press, thus:

Inamdar, J.A. (1969), Epidermal structure and ontogeny of stomata in some Verbenaceae, *Ann. Bot.* (in press)

A work in a foreign language with the title cited in English:

Melin, E. (1925), [Investigations of the significance of tree mycorrhiza: an ecological physiological study], Gustav Fischer, Jena

A paper included in the proceedings of a conference:

Edwards, D.G. (1968), The mechanism of phosphate absorption by plant roots. Trans. 9th Int. Congr. Soil Sci. Adelaide, Vol II, 1983-90

A reference copied from another source:

Strasburger, E. (1866-1867), Ein Beitrag zur Entwicklungsgeschichte der Spaltöffnungen, *Jb. Wiss. Bot.* 5, 297-342 (original not seen)

The application of the author-date system by different publishers and scientific periodicals may differ on points of detail; for example, some spell out "and" in full instead of using "&" for joint authorship.

It is usual for volume numbers of periodicals to be set in bold type. If for any reasons bold type is not available, the volume number may be set in roman type preceded by the abbreviation "vol", thus:

Hultqvist, B (1963a), *Planet. Space Sci.* Vol. II, 371.

**(Adapted from the 1986 edition of Style Manual for Authors, Editors and Printers, AGPS, Canberra 95-98)**

## STUDENT REQUIREMENTS FOR EXAMINATIONS

1. Students who know that they are unable to attend any examination must see their Year Coordinator **before** the examination period and make arrange alternative arrangements. Included in this procedure is the completion of the Request for an Extension or Alternative Task form. Failure to attend an examination will automatically result in a **ZERO** being awarded for that paper unless prior alternative arrangements have been made.
2. Students who are sick on the day of an examination must ring the school **before** the commencement of the examination. They are also required to complete a Request for an Extension or Alternative Task form and attach, to that form, medical evidence of their illness. Failure to attend an examination will automatically result in a **ZERO** being awarded for that paper unless the school has been contacted.
3. Students are required to be in attendance at least **10** minutes prior to the commencement of each examination. Note carefully the **starting** and **finishing** times of each examination.
4. Students are responsible for correctly reading their examination timetable.
5. Students will not be permitted to leave an examination early.
6. Students are not required to be at school during the examination period unless they are scheduled for an examination.
7. Students are required to wear correct school uniform at all times during the examination period.
8. Students are reminded that there is to be no talking or other communication between students in the examination room.
9. Writing paper, graph paper and manuscript will be provided for students.
10. Students are expected to provide all other requirements such as pens, pencils, eraser, ruler, stapler, etc.
11. Students are not permitted to take any materials into the examination room unless specified for use in the examination.
12. Students will not be permitted to borrow equipment during the examination.
13. Students must provide a calculator that is in good working order for subjects that require the use of a calculator. Equipment failure is not a sufficient reason for borrowing of equipment.
14. Any equipment brought into the examination room will be subject to inspection before the examination commences.
15. Students are not permitted to bring food or drink into the examination room. The only exceptions to this are bottled water and unwrapped lollies.

Mater Dei Catholic College  
***Application for Extension***

(Must be submitted at least 2 days prior to the due date)

Student Name:	Year:	Homegroup:
Assessment Task:	Value:	
Date Task Issued:	Due Date:	KLA:
Teacher:	Date:	

I wish to apply for an extension for the above mentioned task. The reason/s are:  
 (Students should present evidence of work done to date, when submitting this form)

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Parent Signature: \_\_\_\_\_

Classroom Teacher Comments (if applicable)

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KLA Leader's Notes

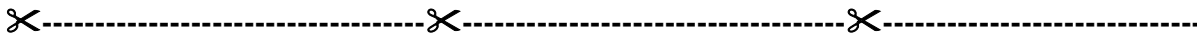
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Extension Granted: Yes / No      New Due Date for Assessment Task: \_\_\_\_\_

KLA Leader: \_\_\_\_\_ Copy to House Leader:



**Student's Copy** (Please detach)

An Extension has / has not been granted. \_\_\_\_\_ has  
 been given an additional \_\_\_\_\_ days to complete the task.

Task now due on: \_\_\_\_\_

Student Signature: \_\_\_\_\_

KLA Leader's Signature: \_\_\_\_\_

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